

COMPENDIUM OF GOOD PRACTICES IN TRAINING FOR GENDER EQUALITY



APRIL 2016
UN WOMEN TRAINING CENTRE

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EXECUTIVE SUMMARY

This Compendium of Good Practices in Training for Gender Equality brings together diverse practices from several world regions. It offers in-depth information on ten different good practices, including detailed outlines of training courses; examples of dealing with challenges that arise in training for gender equality; and a collection of tools and activities for use in such training initiatives. The objective is to make both an empirical and analytical contribution to the field, with the overall aim of maximising the transformative potential of training for gender equality.

The Introduction provides an analytical review of the research process and findings. It begins by setting out feminist and participatory methodology adopted and reflecting critically on this process. Next, the chapter highlights the ways in which training has contributed to gender equality in the ten featured experiences. Examples are provided of how training has contributed to change at the individual/personal and institutional/societal levels. The aim here is to show how the practices included in the Compendium provide evidence of the concrete ways in which training can contribute to gender equality.

Following this, two sets of analytical reflections are developed based on a synthesis of the material: on the politics and on the practice of training for gender equality. In terms of the politics of training for gender equality, four key themes are highlighted: the diverse nature of training for gender equality; the importance of theory of gender/theory of change adopted; training's embeddedness in long term change projects; and struggles over budgets. In terms of practice, empirical evidence is provided on six main aspects of training for gender equality: participatory planning and learning; balancing theory and practice; contextual sensitivity; facilitator characteristics; modes/modalities of learning; and monitoring and evaluation.

The Introductory chapter closes by reflecting on the lessons learned during the process of developing the Compendium. It also sets out some key questions for further developing work on good practices in training for gender equality. These relate to the four main sections of this introductory chapter: research process and methodology; how training contributes to gender

equality; the politics of training for gender equality; and the practice of training for gender equality.

On research processes and methodology:

What more can be done to support organisations from the Global South and grassroots women's organisations to share their practices and reflect on their experiences concerning training for gender equality?

How can this process be further developed along the lines of participatory feminist research methodologies?

On the ways in which training contributes to gender equality:

- What tools and processes can be developed for systematically documenting the contributions of training?
- How might these findings be systematised in order to develop an evidence-based foundation for the impact of training?

On the politics of training for gender equality:

- How can theories of change for training for gender equality be developed further, and how can these can be embedded into all aspects of the training cycle?
- How do different kinds of feminist politics and feminist theories contribute to the objectives, process and outcomes of training?
- In what ways does the transformative potential of training for gender equality relate to the broader change projects in which training is embedded?

On the practice of training for gender equality:

- How can feminist pedagogical principles can be applied in all stages of the training cycle?
- How can training processes engage more explicitly with intersectionality?
- What is the relationship between online learning, feminist pedagogies and transformative politics?
- How can evaluation methodologies for training that are compatible with participatory, feminist methodologies be developed?

These questions represent a starting point for a reflection on what might constitute a definition of and/or criteria for good practice in training for gender equality. It is hoped that this will be a collective process involving stakeholders from all areas of the field – practitioners, researchers and commissioners.

Following the Introduction to the Compendium, the good practice case studies are outlined in detailed reports. These are presented in alphabetical order and are structured as follows: overview; political context and change project; pedagogical approach; gender equality results and outcomes; notable tools and methods; and challenges. In addition, the reports offer an outline of the curriculum of each training experience and highlight particularly notable tools and methods used. The overall aim of these reports is to offer a critical reflection on each practice in terms of its contribution to knowledge on training for gender equality.

The background features a large, stylized number '1' that is vertically split. The top half of the '1' is blue, and the bottom half is red. The number is positioned in the upper left quadrant of the page.

General reports

INTRODUCTION

Background

This Compendium of Good Practices in Training for Gender Equality brings together diverse practices from several world regions. It offers in-depth information on ten different good practices, including detailed outlines of training courses; examples of dealing with challenges that arise in training for gender equality; and a collection of tools and activities for use in such training initiatives. The objective is to make both an empirical and analytical contribution to the field, with the overall aim of maximising the transformative potential of training for gender equality.

This Compendium builds on the Training Centre’s 2015 paper “Training for Gender Equality: Twenty Years On”, which provides a preliminary review of how training for gender equality has evolved from the 1995 Beijing Platform for Action to the present day. The Compendium complements this work by offering a detailed insight into ten experiences of training for gender equality, focussing on actors both within and outside of the UN system. The practices were selected through an open process beginning with a call for good practices published by the UN Women Training Centre in early 2014, and are outlined in Table 1 and Figure 1.

TABLE 1
Practices included in the Compendium

Name of Organisation	Type of Organisation	Name of initiative	Training Modality	Length	Sector	Region	Context
Agribusiness Systems International (ASI) (an affiliate of ACIDI/VOCA)	NGO	Gender, Rights, and Collective Action Training	Face-to-face	6 days; 50 hours	Agriculture	South Asia	Part of the Sunhara (“Prosperous”) India programme for smallholder farmers in the state of Uttar Pradesh - funded by the Bill and Melinda Gates Foundation. Training aimed to mobilise women to be part of Sunhara’s agricultural value chain, and to help the female participants to lead social change in their communities.
Concern Universal	NGO	Gender and equality mainstreaming in Water, Sanitation and Hygiene project	Face-to-face	2 days	Water, Sanitation and Hygiene	Africa	Aimed to develop a common understanding of gender and equality mainstreaming between field facilitators of Concern Universal’s Dowa Kasungu Water, Sanitation and Hygiene project.
DIMA-COMIBOL (Environmental Department of the Bolivian Mining Corporation)	Government agency	Training and Capacity Development of Community Reporters with a Social and Gender Focus	Face-to-face	21 days; 168 hours	Mining / Radio Communications	Americas	DIMA-COMIBOL aim to mainstream gender in all activities, supported by national legal framework and Women Mineworkers Plan. Funded by Danish International Development Agency, one of the main international donors for gender equality and women’s empowerment in Bolivia. Training was part of a larger gender mainstreaming process carried out by DIMA-COMIBOL.

1 http://gtcop.unwomen.org/images/Paper_TrainingForGenderEquality20-B.pdf

TABLE 1

Practices included in the Compendium

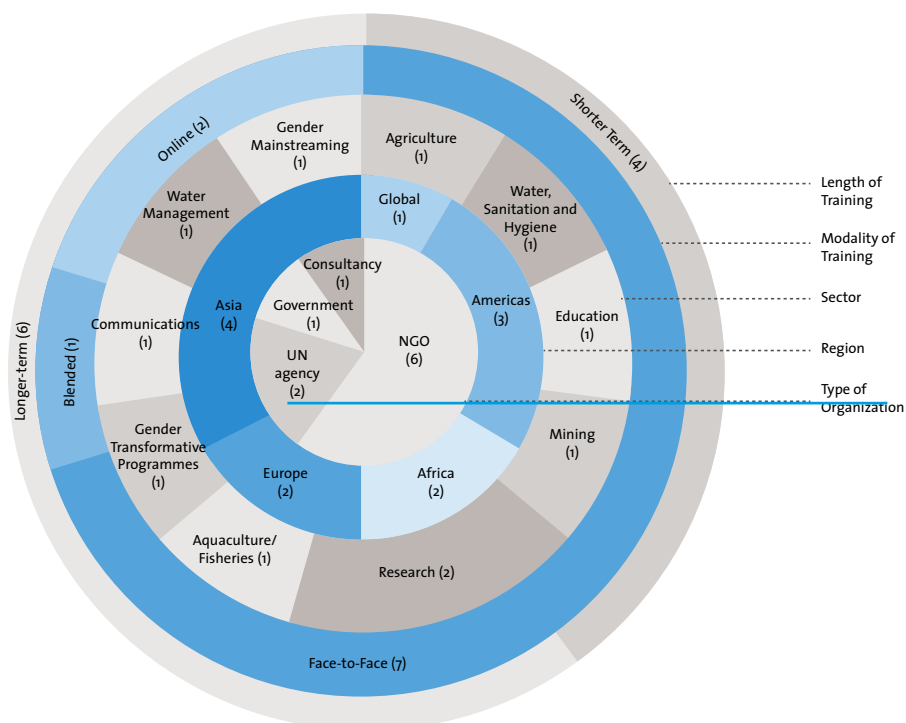
Name of Organisation	Type of Organisation	Name of initiative	Training Modality	Length	Sector	Region	Context
ESCWA (Economic and Social Commission for Western Asia)	UN organisation	Training and Capacity Development in Gender Equality	Face-to-face	7 days; 17 hours	Research	Middle East/Western Asia	Roll-out of the United Nations System Action Plan for Gender Equality and Women's Empowerment (UN-SWAP). Training aimed to support ESCWA Gender Focal Points to mainstream gender in their work. Focussed on areas of research and statistics.
Mupan (Mulheres em Ação no Pantanal)	NGO	Gender, Water and Environmental Education Training	Online (followed by brief face-to-face interaction)	6 months; 180 hours	Water management	Americas	Mupan works to promote the incorporation of a gender perspective in environmental issues, especially in connection with water management in the Pantanal area. Training aimed to increase women's participation in decision-making spaces and promote gender equality and opportunities for women to participate in water management.
Promundo	NGO	Portal for Gender Equality in Schools (PEGE)	Online	4-7 months; 90 hours	Education	Americas	Long-term initiative to enhance gender equality in Brazilian public school system, in line with national policy. Gender transformative approach adopted.
Promundo (in partnership with UNFPA EECA)	NGO	Gender Transformative Programmes and Approaches in Eastern Europe and Central Asia	Face-to-face	5 days; 40 hours	Gender Transformative Programmes	Eastern Europe and Central Asia	Training for UNFPA Gender Focal Points as part of a wider partnership between Promundo and UNFPA. The training aimed to support regional capacity in "gender transformative programming" ² .
Promundo (in partnership with Worldfish)	NGO	Capacity Development to Integrate Gender Transformative Approaches in Aquatic Agricultural Systems	Face-to-face	4-5 days	Aquatic Agriculture and Fisheries	Africa and East Asia	Part of broader WorldFish project to fully integrate gender-transformative approaches in the field of aquatic agriculture. Training aimed to enhance WorldFish staff's understanding of and commitment to gender transformative approaches and programming.

2 UNFPA (2013) Delivering for Women and Young People in Eastern Europe and Central Asia. Istanbul: UNFPA EECA. Available: <http://eeca.unfpa.org/sites/default/files/pub-pdf/Regional%20factsheet%20final.pdf>

TABLE 1
Practices included in the Compendium

Name of Organisation	Type of Organisation	Name of initiative	Training Modality	Length	Sector	Region	Context
UN Women Training Centre/ ITC-ILO	UN organisation	Blended Course “Empowering UN system Gender Focal Points”	Blended (online and face-to-face)	35 days; 90 hours	UN-SWAP / Gender mainstreaming	Global	Training aims to strengthen the capacity of UN System Gender Focal Points to support and promote the integration of gender concerns in their work units and organisations. This is in line with the UN’s broader mandate on gender mainstreaming, in the context of the implementation of the UN-SWAP.
Yellow Window	Management consultancy	Gender in EU-funded Research (Toolkit and Training Programme)	Face-to-face	73 days; 8 hours per session	Research	Europe	Part of the European Commission Seventh Framework Programme for Research and Technological Development (2007-2013)’s commitment to gender equality in research. The training sought to raise researchers’ awareness, build their capacity, and strengthen their advocacy skills for integrating a gender perspective in research.

FIGURE 1
Characteristics of the ten good practices



In this introductory chapter, we provide an analytical review of the research process and findings. The first section sets out the methodology adopted and reflects critically on this process, as well as exploring definitions of good practices. Next, the chapter highlights the ways in which training has contributed to gender equality in the ten featured experiences. Following this, two sets of analytical reflections are developed: on the politics and on the practice of training for gender equality. The aim here is to critically review the good practice experiences in terms of what they tell us about training for gender equality. Finally, the chapter offers some points for reflection based on the findings of this process, with a view to generating further debate on good practices in training for gender equality.

Following the Introduction to the Compendium, the good practice case studies are outlined in detailed reports. The reports are presented in alphabetical order and are structured as follows: overview; political context and change project; pedagogical approach; gender equality results and outcomes; notable tools and methods; and challenges. In addition, the reports offer an outline of the curriculum of each training experience and highlight particularly notable tools and methods used. The overall aim of these reports is to offer a critical reflection on each practice in terms of its contribution to knowledge on training for gender equality.

Methodology and process

The Compendium was developed in three main stages: selection of practices; research on selected practices; and synthesis and analysis. These are outlined briefly here and followed by reflections on the overall process. The practices were selected from among those submitted during the open call in 2014. Submissions were reviewed by a panel selected by the Training Centre, based on the criteria set out in the original call: significance; measurable impact; potential for replication; innovation, creativity and originality; sustainability; integration into mainstream work/processes; effectiveness and efficiency in the achievement of results; social relevance; partnership; reinforcement of local partners' capacity for empowerment and equality. Only two practices were rejected, as it was agreed that they were not relevant to the specific field of training for gender equality. Having selected the ten practices to be included in the Compendium, a research team was appointed and a methodology developed. This drew on participatory and feminist approaches to research.

Feminist research methodologies involve:

- A concern for which research questions get asked and why
- Research for and by women, that is useful to women (and also to men) and is both less biased and more universal than conventional research
- Attention to reflexivity and the subjectivity of the researcher
- A commitment to knowledge as emancipation.³

Participatory research is "differentiated from conventional research in the alignment of power within the research process." Here, "the most important distinctions centre on how and by whom is the research question formulated and by and for whom are research findings used."⁴

In practice, this approach entailed involving the representatives of the selected practices in the research process, with the aim of promoting a sense of ownership of the process and participation in a dialectic of mutual learning. Research into the practices used qualitative methods, combining desk research with questionnaires and in-depth interviews. To ensure transparency and dialogue, the representatives reviewed a draft of the report on their practice and offered feedback. This was integrated into the reports by the research team insofar as possible, and in line with the overall approach of the Compendium. Once the reports had been produced, they were again revised by the research team to analyse their contribution to debates on training for gender equality.

The first stage of the research process involved a review of definitions of good practices in training for gender equality. This found that there is currently no globally agreed definition of good practices in this field, and that literature on the topic is limited. However, two key approaches can be identified:

The European Institute for Gender Equality (EIGE) identifies the following criteria for good practices in training for gender equality: 'effectiveness; impact; coherence with the existing gender policy framework; efficiency; sustainability; European added value; institutionalisation; reaching a large audience; evidence of positive results; and use of innovative methods'.⁵

3 Tickner (2005), p. 4

4 Cornwall and Jewkes (1995), p. 1668

5 EIGE (2013 b), Mapping gender training in the European Union and Croatia, <http://eige.europa.eu/sites/default/files/documents/Mapping%20gender%20training%20in%20the%20European%20Union%20and%20Croatia.pdf> p.10

The QUING-OPERA and TARGET research projects identify good practices as “practices offering greater potentiality in terms of negotiation with commissioners, format-setting, applied methodologies, contents, evaluation or self-reflexivity.”⁶

Further definitions identified do not specifically relate to training, but to good practices in gender mainstreaming more broadly. For example:

The Andalusian Women’s Institute highlights experiences that “achieve, through their processes and results, an effective contribution to eliminating gender inequalities, correcting mechanisms that make equality difficult to achieve, and driving necessary changes in professional, technical and/or political practices, and that can continue generating positive results with regard to gender equality in the medium and long term.”⁷

As part of the participatory research process, the representatives were invited to reflect on their own definitions and understandings of what constitutes good practice in training for gender equality, as integrated into the reports included in the Compendium. The issues they highlighted (horizontal and participatory learning processes; balancing theory and practice; contextual sensitivity; facilitators’ skills and adaptability, etc.) are specifically analysed in the following sections of this chapter on the politics and practice of training for gender equality.

In the spirit of reflexivity which guides the practice of training for gender equality and the work of the UN Women Training Centre, it is useful to offer some brief reflections on the research process. These could be taken into account when planning further work on identifying good practices. First, it is important to assess how accessible the submission process was to a range of organisations. How could this be widened to support organisations from the Global South and grassroots women’s organisations to share their practices? Second, the current Compendium was developed using the working languages of English and Spanish, with the exception of one case in Portuguese. Would a more linguistically and culturally diverse research team support the analysis of practices from countries not included in this phase? Third, it is important to highlight that the whole research process has been carried out virtually. This can be seen

as a challenge when applying a feminist, participatory approach, in particular because grassroots women’s organisations may not have rapid internet connections and/or advanced IT knowledge. Finally, on reflection, the original criteria for good practices may be more suited to identifying ‘successful’ practices, and not necessarily those that make a substantive contribution to gender equality. Some issues for further reflection on good practices in training for gender equality are developed in the concluding section of this chapter.

How training contributes to gender equality

A range of outcomes for gender equality can be identified from the examples collected, at both the individual and institutional level. Detailed information on each point is included in the individual report, but a number of examples are highlighted here in order to illuminate the debate. First, training has led to notable outcomes at the **personal/individual level** for the participants involved. In many instances, it has resulted in changes in attitudes and practices concerning gender in/equality and related issues (Promundo PEGE, UNFPA, WorldFish). For example, changes in UNFPA participants’ activities and thinking on challenging harmful gender norms; PEGE participants reporting more confidence to speak to their students about sexuality, including sexual diversity; or staff at WorldFish being able to design gender transformative development projects. In some cases, these changes have spilled over to affect traditional household dynamics, such as men increasing their share of domestic and care work (ASI, DIMA-COMIBOL, Mupan) or addressing issues of masculinities (Promundo UNFPA).

Training has also increased the skills and confidence of participants, which has facilitated the increased participation and representation of women in the public sphere and formal politics (DIMA-COMIBOL, ASI, Mupan). In the case of ASI, for instance, women’s engagement in community events and institutions like self-help groups has helped to keep discussions on gender equality on-going, and bolster moves towards sustainable changes in inequitable gender norms in local communities. In many cases, training advanced the capacity of participants to integrate gender into their work, as well as strengthening their advocacy skills in gender equality (Promundo PEGE, UNFPA,

6 Ferguson and Forest (2011), p. 48.

7 Andalusian Women’s Institute (2005), p. 86

Yellow Window, UN Women Training Centre/ITC-ILO, ESCWA, Concern Universal).

Changes can also be noted at the **institutional level**. In some cases, training generated ‘change agents’, causing a multiplier effect which helped to institutionalise knowledge from the training (Yellow Window, UN Women Training Centre/ITC-ILO, ESCWA). In addition, participation in training has increased the capacity of partner organisations to conduct gender analysis, facilitate training and provide technical assistance in the area of gender equality (Promundo WorldFish). Other cases demonstrate how training can contribute to increased budgetary allocations for gender mainstreaming and/or to meet women’s needs and demands (DIMA-COMIBOL).

The tools developed during training sessions have often raised awareness of gender issues in institutions and increased the value accorded to gender mainstreaming by senior management (Concern Universal, Mupan, Yellow Window, ESCWA). By contributing to the institutionalisation of knowledge on gender equality, training has further helped to build more sustainable foundations for advocacy and policy change (e.g. Promundo UNFPA). Taken together, the ten good practices included in the Compendium provide evidence of the concrete ways in which training can contribute to gender equality.

Reflections on the politics of training for gender equality

These ten practices highlight importance of politics for understanding training for gender equality as located within broader change projects. A critical review of the material highlights four key themes for analysis and further debate:

- The diverse nature of training for gender equality;
- The importance of theory of gender/theory of change adopted;
- Training’s embeddedness in long term change projects; and
- Struggles over budgets.

While these issues specifically stand out from the analysis of the ten good practices featured in this Compendium, they are by no means the only issues

which merit consideration in this sphere. A number of further themes are outlined in the Conclusions.

First, the **diverse nature of training for gender equality** means that its characteristics and impact vary widely. There is no one “type” of training for gender equality; trainings differ in their lengths (e.g. months vs. days), the modalities they use (e.g. online, blended, face-to-face), and the kinds of objectives they pursue (e.g. awareness raising, skills development, etc.). This ultimately affects training’s potential for long term change. It also highlights the need for a typology of training for gender equality, so as to better understand what kinds of initiatives can be undertaken under the label of “training”, and what these can reasonably hope to achieve. For instance, it is difficult and perhaps counter-productive to compare initiatives that last for several months (e.g. Promundo PEGE, Mupan) with interventions undertaken in the space of a few days (e.g. Yellow Window, ESCWA, Concern Universal, Promundo WorldFish, etc.).

The kinds of long-term changes in individual attitudes and institutional practices that sustained training can contribute to would be impossible to evoke in a few days. Shorter trainings ultimately only “scratch the surface” of gender equality debates. To enable longer-term results, measures beyond training are required. In the case of WorldFish, for example, internal policies/strategies on gender mainstreaming and women’s empowerment laid the groundwork for their collaboration with Promundo, which assisted the incorporation of a gender transformative approach in project design, research, articles, and tools.

“A four to five-day training never provides enough time. Gender transformation is a journey, and in five days you only scratch the surface of content to be covered.”

-Jane Kato-Wallace
Senior Programme Officer, Promundo-US

The **theory of gender/theory of change adopted**, whether explicitly or implicitly, profoundly shapes the objectives and outcomes of training. In Promundo’s experiences, a more transformative theory of change is evident. Their cases focus on men’s and boy’s engagement as allies in, and beneficiaries of, gender equality, such as by increasing their share in the care economy, including domestic work and care giving.

Throughout, their approach is guided by the Freirean concept of “critical consciousness” and understandings of gender as relational, i.e. produced through continual interactions and negotiations. Among the different areas in which they work towards gender “transformation” is the sphere of education/learning (Promundo PEGE). By discussing structures underlying gender inequality, Promundo’s UNFPA training evoked more sustainable change than interventions which focus on the individual level in isolation, without considering power relations in society. As envisioned by the Beijing Platform for Action, male engagement is essential for challenging the “structures, beliefs, practices, and institutions that sustain men’s aggregate privileges” as well as for addressing “inequalities between women and men.”⁸ Addressing these issues is important for training for promote gender equality, which, after all, is about “transforming the ways individuals experience and express power in their lives, relationships, and communities.”⁹

By contrast, many of the practices in the Compendium were underpinned by more liberal theories of change. These can run the risk of instrumentalising gender, reinforcing gender stereotypes, or upholding narrow views of equality. Where approaches akin to the “business case” for gender equality are adopted, as in the experience of ASI, there is a chance that they may “instrumentalize[...] gender as a means of realizing and improving development” or “de-politicize gender mainstreaming”.¹⁰ Women tend to be cast as “heroines”, such as “empowered capitalist agents” and “caretakers of the community”,¹¹ or as “victims” in need of rescue. As

argued by Cornwall et al. (2007), such characterisations “have the power to move, but they are also [...] very far from the complexity of women’s and men’s lives.”¹² Crucially, such a change project “empowers women within the prevailing system, and does not challenge the social structure in which marginalised women have relatively less ability to pursue their interests.”¹³ If theories of change do not challenge the institutional and social structures which perpetuate inequality, training in this context can place a disproportionate burden on participants to bring about their own empowerment. This, in turn, can limit training’s transformative potential.

A similar effect is observed when training reinforces narrow understandings of gender equality or perpetuates gender stereotypes. This can be a risk, for example, where the standard definition of “what exactly gender equality is”¹⁴ tends to focus on “exhortations to non-discrimination on the basis of sex and the inclusion of women in relevant decision-making.”¹⁵ Such characterisations are apparent in both the case of ESCWA’s initiatives and the UN Women Training Centre/ITC-ILO’s course. A similarly liberal approach is evident in Concern Universal’s focus on gender-balanced staff composition as a means of better understanding the experiences and aspirations of women.¹⁶ This connects to arguments in favour of “women representing women”, of “women providing specific contributions that men cannot” (and vice versa), and of women being “less corrupt than men”.¹⁷ These claims recall Boserup’s (1970) work on the differentiated impact that development has on women and men, which authors like Goetz (2008) argue may reinforce gender stereotypes.

8 MenEngage, UN Women, and UNFPA (2015) *Men, Masculinities, and Changing Power: A Discussion Paper on Engaging Men in Gender Equality From Beijing 1995 to 2015*. New York: UN Women. Available: <http://www.unwomen.org/~media/headquarters/attachments/sections/news/in%20focus/engaging%20men/beijing-20-men-masculinities-and-changing-power-menengage-2014.pdf>

9 Ibid. p. 16.

10 Fent, A. M. (2011) “Gendering the Development Subject: A Critical Feminist Exploration of the Gates Foundation’s Approach to Gender and Agricultural Development”, *Praxis*, 23(2). Available: <https://ojs.geneseo.edu/index.php/praxis/article/viewFile/1325/781>

11 Cornwall, A., E. Harrison and A. Whitehead (2007) “Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development”, *Development and Change*, 38(1), p. 9.

12 Cornwall et al. (2007), p. 3

13 Jakimow, T. and P. Kilby (2006) “Empowering Women: A Critique of the Blueprint for Self-help Groups in India”, *Indian Journal of Gender Studies*, 13(3), p. 393.

14 Caglar, G. (2013) “Gender Mainstreaming”, *Politics & Gender*, 9(3), p. 338

15 Charlesworth, H. (2013) “International human rights law: a portmanteau for feminist norms?” in *Feminist Strategies in International Governance* edited by Gülay Caglar, Elisabeth Prügl, Susanne Zwingel, p. 25

16 <https://blog.concern-universal.org/global-issues-this-is-what-20-years-of-gender-equality-progress-looks-like/>

17 Goetz, A. M. (2007) “Political Cleaners: Women as the New Anti-Corruption Force?”, *Development and Change*, 38(1), p. 87

Other practices draw on approaches such as ecofeminism and indigenous feminisms. In the Mupan experience, for example, in addition to the aims of increasing women's participation in public decision-making spheres for water management, women's "spiritual, creative, emotional and intuitive"¹⁹ nature and "traditional" roles as care-givers are emphasised. Similarly, DIMA-COMIBOL's approach is underscored by concepts like "Chacha-Warmi"²⁰ – a Bolivian expression on how women and men contribute different values in different spheres – and indigenous perspectives ("cosmovision") on duality (sun-moon, day-night, men-women). As such, it is useful to reflect on the ways in which diverse feminist approaches influence the training cycle in different contexts.

Training's embeddedness in long-term change projects

is also key. Often, training is not structurally embedded in such processes. Leadership and management commitment, as well as a conducive political institutional context, have proved key in each of the experiences. This is essential for allocating resources to training and sanctioning concrete follow-up and policy change. Participants must feel that there is space to implement what they are learning during a training in their institutional settings. Otherwise, as the Yellow Window representative pointed out, they will experience frustration and resistance will ensue. Government commitment has been vital in good practices in the public sector, such as those involving local communities, local governments, and/or public servants (e.g. Concern Universal, DIMA-COMIBOL, Promundo PEGE, Mupan, etc.).

"When there is political will, everything can be done – they open up doors, insert budgets, and undertake actions."

Jacqueline Duran,
Coordinator and Training Facilitator,
DIMA-COMIBOL initiative

For instance, management support proved essential to the success of Promundo's WorldFish experience in Zambia, while a less support limited results in the case of Cambodia. The support of ESCWA's Executive Secretary was fundamental for the organisation's initial training, as well as for follow-up measures to mainstream gender in its work and integrate a gender perspective

19 Vandana Shiva

20 Chachi = men and Warmi = women in Quechua

in research outputs (including through additional training). The commitment of UNFPA's management to gender transformative programming has been the bedrock of their partnership with Promundo, involving further trainings and a platform to promote regional exchange and advocacy. Nevertheless, it is worth recalling that leadership support is not the only factor needed for gender equality goals to be met.

We cannot say that one training is going to change the world. But at least participants have seen a different edge to gender equality. I think that over time, with replication, it will make a real difference."

Mehrinaz El Awady
ESCWA Senior UN-SWAP Coordinator

Follow-up initiatives to sustain the institutionalisation of knowledge from training were noted in almost every case analysed. These enabled participants, for instance, to carry forth and apply their knowledge within their institutions (e.g. Yellow Window), as well as through community organisations and activities (e.g. ASI, DIMA-COMIBOL), regional platforms (e.g. Promundo UNFPA) and further training initiatives (e.g. ESCWA, UN Women Training Centre/ITC-ILO). Training in isolation cannot bring about change. It is one of many tools which advance us towards greater gender equality. As highlighted by Mukhopadhyay and Wong, "From the earliest period, training has been understood as one of a number of key gender strategies but insufficient by itself."²¹ Therefore, other measures are also necessary. For example, most of the good practices focused on achieving and supporting sustained results, such as DIMA-COMIBOL via the establishment of radio programmes and channels for women. Like as well as by supporting women to become elected town councilors and advocate for local policies and budget allocations for gender equality and women's empowerment. Both Concern Universal and ASI similarly supported an increased number of women participating in local decision-making spheres, with many going on to become elected leaders. In the case of ASI, the Sunhara India development project within which the training was held created a network of self-help groups (named Vamashakti, "the strength of women") for female project participants. After the training, they used the skills they gained to take this network forward, securing microfinance loans for their small businesses, exercising

21 Mukhopadhyay and Wong (2007), p. 13.

greater control over their income, and becoming more involved in household and local decision making.

“Impact comes not in the short-term, but in the longer-term. [...] it's not with a one-off initiative that you will change a situation, there has to be a coherent approach [at a higher level]. Then the training will contribute something that makes sense. Because if there is no strategy in place and if the institutional preconditions are not fulfilled [...] then the training will not make a difference.”

Lut Mergaert
Yellow Window

Finally, **struggles over budgets** have been a key challenge for many of the experiences. Without adequate financial resources, training is not possible. It should be noted, of course, that financing for training reflects broader structural problems in funding for gender equality overall and the corresponding lack of political will to move gender equality agendas forward. In some cases, an in-house approach was adopted and internal human resources were deployed to compensate for a lack of separate budgets allocated to training activities. For example, a number used their own personnel as facilitators (ESCWA, Concern Universal). In such cases, the appointment of full-time staff members dedicated to gender mainstreaming does indicate that funds allocated to gender issues can be used for training initiatives. Nevertheless, the implementation of regular or more wide-ranging trainings require additional, specifically-directed funds. Other more on-going and institutionalized trainings, are discussing the establishment of participants' fees (Promundo PEGE) or have already introduced fees for trainees (UN Women Training Centre/ITC-ILO). However, paid courses are likely to be avoided by organisations whose managers are not especially supportive of gender equality, and are therefore unlikely to allocate funds for training. This could deny training to those who, arguably, are most in need of it. This is related to broader debates about obligatory vs voluntary training, in line with Hafner-Burton and Pollack's (2009) argument for “hard incentives” (e.g. promotion or remuneration) over “soft incentives” (e.g. voluntary training).

“When there is no funding for gender equality training within the project budget, there is no obligation to carry out training activities.”

Thokozani Chiwandira
Gender Specialist, Concern Universal, Malawi

Sometimes a donor leaves an area, and everything is lost. We need to ensure financial support until the know-how [on gender equality] is installed at different levels, particularly within the local government, and [until] this know-how is implemented, and budgets are allocated and spent.

Jacqueline Duran
Coordinator and Training Facilitator
DIMA-COMIBOL initiative

Overall, limited funding highlights the challenge of gender equality being treated as a secondary consideration, rather than as a priority. Within the UN system, for example, limited financial allocations – such budgets to support the activities of Gender Focal Points²² – demonstrate a challenge. Despite positive trends, like rising demands for training for Gender Focal Points, the 2014 Secretary-General's Report indicates that “only 6 entities provided their focal points with budgets for their work”²³ As the case of DIMA-COMIBOL reflects, continued training depends on the political climate, the authorities' willingness and openness to gender equality, as well as the financial and human resources available. As long as training is not an institutionalised process, explicitly included in regulations and policies, changes in political power/authorities and/or personnel (senior management staff) can mean that the advances made in training processes are diminished in the longer term.

22 United Nations (2014), Improvement in the status of women in the United Nations system: Report of the Secretary-General. A/69/346. New York: United Nations General Assembly. Available: http://www.un.org/ga/search/vieA/69/346w_doc.asp?symbol=A/69/346&Lang=E p.46

23 Ibid.

Reflections on the practice of training for gender equality

A number of key themes can be highlighted from the ten experiences presented in the Compendium. The practices provide a range of detailed information, contributing empirical evidence to the field, on the following six aspects of training for gender equality:

- Participatory planning and learning
- Balancing theory and practice
- Contextual sensitivity
- Facilitator characteristics
- Modes/modalities of learning
- Monitoring and evaluation

Several of the experiences included in the Compendium involved **participatory planning and learning**, with a focus on horizontal learning processes and avoiding the reproduction of unequal power relations. In a number of cases, the training content was designed through a participatory process involving the partner organisations (e.g. UN Women Training Centre/ITC-ILO, Promundo PEGE, Promundo UNFPA, etc.) In others, a notably horizontal learning process was pursued. In the case of the Promundo UNFPA training for Country Office representatives in Eastern Europe and Central Asia, the participants themselves were invited to present examples of their gender transformative programmes, which were then discussed and analysed by the group. This enabled a mutual learning process between trainees and trainers, as well as between the trainees themselves, rather than a one directional or vertical learning process from facilitators to participants. Similarly, tools like the Gender Action Plan developed by participants in Concern Universal’s experience sought to ensure their ownership of the learning process. Even in cases where knowledge hierarchies were more difficult to overcome, as in the case of ASI gender experts and grassroots trainees, care was taken to negotiate these dynamics. For instance, trainers and participants sat together in a circle during training sessions to avoid reinforcing unequal power relations (e.g. trainer/trainee, and hierarchies associated with marital status, age, religion, etc.).

“A good practice is something that helps participants relate to their own gendered socialisations and realise how one strand of patriarchy reinforces the other. At the same time, it makes the participants realise that things can be changed”

Shipra Deo
Gender Advisor/Trainer, Sunhara India Programme, ASI

The practices varied in their **use of theories of gender inequalities**. In several cases, emphasis was placed on ‘practicality’, rather than engaging with gender analysis or theories. Practical examples from participants’ own experiences were used to encourage trainees to connect what they learn during the training with their professional and private lives, reflect on this information, and actively exercise agency in the learning process. For instance, in the ASI training for women farmers in India, practical examples were sought to explain more complex theories. They likened patriarchy to a tree, and its roots to the hallmarks of patriarchy (e.g. male domination, male control, etc.) to explain how these roots influence everything that grows out of them. Similarly, ESCWA’s analysis of examples from the trainee’s own Divisions helped them understand why and how their research could integrate a gender perspective. Encouraging Promundo UNFPA’s participants to present their own work on gender transformation helped others appreciate what kinds of initiatives are possible in the region, and reflect on how they could undertake similar activities in their own contexts. Promundo in particular places a focus on “intersectionality”, encouraging participants to reflect on gender in relation to cross-cutting identities (e.g. race, class, ethnicity, etc.) and the ways in which these interact with hierarchies and inequalities. The importance of addressing these concerns is discussed further in the Conclusions. Intersectionality is also addressed to some extent in the trainings of Concern Universal within its “poster exercise”; as well as by Mupan and DIMA COMIBOL.

“All our Member States are Arab countries, and predominantly they are Muslim countries, so they have their own understanding of gender equality. You need to influence that to achieve the UN mandate, while keeping in consideration the specificity of the region.”

Mehrinaz El Awad
ESCWA Senior UN-SWAP Coordinator

There is significant diversity across the experiences over the extent to which it is considered that gender theories and concepts should be brought into training. For some, especially when dealing with grassroots participants, a “bad practice” involves being “too theoretical”, or placing too much emphasis on terminology (e.g. ASI). By contrast, representatives from the Promundo UNFPA and WorldFish experiences suggested that ‘missing the opportunity to talk about power and patriarchy as cornerstone concepts limits training’s ability to challenge existing inequalities’. To an extent, this relates to trainees’ education levels and prior knowledge on gender. In the case of ASI, the target group consisted of women farmers with low levels of literacy and virtually no prior experience of gender, while the UNFPA and WorldFish trainees had far higher levels of education and experience of working with gender. Nevertheless, the inclusion of theory seems to go beyond tailoring concepts to audiences’ needs and their prior knowledge of gender (e.g. ASI, Yellow Window, UN Women Training Centre/ITC-ILO). As noted by the representative of the Promundo PEGE practice, training needs to be connected to a ‘wider diverse society’. For Promundo, a ‘bad practice’ would be to discuss sexual health without considering gender norms in society. This reinforces the above analysis on the politics of training, namely the importance of a theory of change which challenges institutional and structural inequalities as a precursor to training’s transformative potential.

“Our facilitators [...] are not teachers, they’re not providing information to empty vessels [...] That’s not how change happens. Our approach is much more around creating safe spaces for men and women to engage in critical reflections around gender as it intersects with various themes and topics [...] and using those specific areas or moments of critical reflection to promote change.”

Jane Kato-Wallace
Senior Programme Officer, Promundo-US

All ten experiences highlighted the importance of **adapting training to the cultural, political, and sectoral context** in which it takes place. Questionnaires, focal groups and interviews with participants before the training in several cases enhanced understanding of their contexts and needs. For example, in the PEGE experience, the initial course was designed involving various actors. These ranged from academia and public schools to civil society and government entities (Departments of

Education), and involved specific consideration of the contextual and cultural environment. Replications of this good practice have been undertaken accordingly, with adjustments made in light of public school curricula in rural areas, as well as rural public school teachers’ time and availability. Similarly, ESCWA’s training emphasised sensitivity to the broader socio-cultural, political and sectoral context of the Middle East and North Africa. Accordingly, the practice tried to balance consideration for cultural specificities with international understandings of gender equality. In the case of DIMA-COMIBOL, sensitisation of management within the National Mining Corporation was required to help gender equality be recognised as not only an issue for women, but rather as one of overall sectoral and regional/national importance.

“We learn from what we experience and we learn by doing” - no one else knows gender relations and [in]equalities and the social processes and contexts as well as the people actually living within them. Knowledge and the potential for change already exist within each participant. It is the facilitator’s responsibility to draw out this knowledge and help enhance it through engagement with further information and reflections on gender equality and women’s empowerment.

Thokozani Chiwandira
Gender Specialist, Concern Universal, Malawi

The Compendium also provides examples of the importance of the **characteristics of trainers**. For example, in the case of the indigenous women in Bolivia it was crucial to have facilitators who were knowledgeable about their local language, as it emerged that several women had little knowledge of Spanish. Both in the case of DIMA-COMIBOL and in the experience of ASI’s practice in India, local female facilitators were key to putting grassroots-level women at their ease and creating a safe space in which they could open up. Male trainers would have made these participants uncomfortable in a cultural context in which women were reticent to express themselves in the presence of men, given the expectation for women to be submissive and silent in such circumstances. Resistance from participants’ family members, already reluctant for their relatives to take part in a residential training that would take them away from home for six days, would also likely have been stronger if the facilitators were men. Another important consideration that emerged from the research was

the ways in which facilitators employed reflexivity to mitigate against hierarchies of power and privilege between trainers and trainees. As noted in the Yellow Window experience, for instance, it is important to “respond to power inequalities”. Whereas it may not be possible to overcome these, they “can be thought about and acted upon” by trainers addressing their own biases, so that “trainer and trainee step out of an oppositional relationship”.

“Gender trainings need to be personal. Facilitators need to encourage participants to share their own life experiences and to create a space where it is safe for them to do so.”

Jenn Williamson
Director of Gender Mainstreaming & Women’s
Empowerment, ACIDI/VOCA

Choosing the “right” facilitator for a training also requires that they be seen as legitimate by the target group. Hence, a more expert facilitator is especially preferred in groups with high levels of education and with senior staff (e.g. Yellow Window, ESCWA, Promundo UNFPA, UN Women Training Centre/ITC-ILO, etc.). Yellow Window further stressed that the trainer’s legitimacy is connected to their own expertise in, or understanding of, the participants’ professional spheres, e.g. academic research. It is also important to highlight here that the representatives from Africa (Concern Universal), Asia (ASI), the Middle East (ESCWA) and Latin America (PEGE, Mupan and DIMA-COMIBOL), underscored the importance of having a national or even local facilitator for training in gender equality. Representatives from Promundo based in the US, for instance, stressed the need for local co-facilitators, both in the UNFPA practice and the WorldFish experience. In both cases, Promundo worked with local NGO partners to design and deliver trainings, so as to ensure these were as contextually relevant as possible. ASI were also adamant about using local facilitators to contextualise the training and connect with participants. Both a trainer’s legitimacy and their contextual knowledge are considered central to their capacity to respond to participants’ needs in real time, adapt the training accordingly, and respond to resistance effectively (e.g. Yellow Window, UN Women Training Centre/ITC-ILO). Moreover, the fact that the use of local facilitators was especially stressed by Latin American and African representatives demonstrates how feminist approaches are interlinked with post-colonial politics and race/ethnicity issues in these regions. Especially in Latin America, civil society

or government institutions may sometimes perceive foreign/international experts as imposing views and concepts. In the examples highlighted here, resistance to such “impositions” was diminished through the presence of local/national trainers.

“The trainer is either the best or worst thing [... within a training]. The trainer is an artist able to readapt and respond to what happens during the training.”

Alicia Ziffer
Training Programme Coordinator
UN Women Training Centre

The **modes/modalities** of learning employed by the cases also contribute to debates surrounding virtual vs. face-to-face training. The majority of the cases were conducted entirely in face-to-face settings. The three cases with online components (Mupan, Promundo PEGE, and UN Women Training Centre/ILO-ITC) also featured face-to-face elements, although the latter is the only one that could be accurately termed “blended” (i.e. both online and face-to-face). In this experience, a blended modality was used to enable the strengths of both forms of learning complement one another. For example, the flexibility of online spaces encouraged participants to learn at their own pace, while face-to-face sessions enabled interaction that hinge on social and spatial awareness, e.g. feedback through body language in learning processes. Face-to-face sessions were also considered key to building solidarity and networking relationships between participants (e.g. UN Women Training Centre/ITC-ILO, Promundo UNFPA, ASI, DIMA-COMIBOL, etc.). Despite the usefulness of online learning modalities in both the Promundo PEGE and Mupan experiences, challenges were faced in terms of limited IT knowledge and internet access, especially among older participants or those in more remote/rural areas. This raises questions of the efficacy of virtual learning for participatory training methodologies, as online spaces may ultimately exclude those who lack internet access or IT proficiency, or who do not speak the languages which dominant online platforms – e.g. rural women’s groups in many world regions.

“The online section lends itself well to more conceptual or abstract content and allows them to learn in their own time, while the face-to-face is particularly good for attitude change. [...] Sitting down with someone really makes the [issues discussed] less abstract.”

Nicola Popovic
Training Specialist, UN Women Training Centre

The cases included in the Compendium reveal that more attention to **monitoring and evaluation** as components of training’s sustainability is required overall. Evaluation criteria were not explicitly defined in many practices. This echoes EIGE’s 2011 findings on the absence of evaluation evidence in many of the cases included in their compilation of good practices in training for gender equality in the European Union. In part, this may relate to the emphasis on practicality in the ten examples featured in this Compendium, i.e. training was delivered, participants’ satisfaction was gauged, a broad report assessed whether the goals had been met, and then other initiatives were undertaken. In the Yellow Window case, for example, evaluation relied on questionnaires submitted six months after the training to inquire how trainees had applied their learning. Yet, there was no in-depth mechanism for monitoring how the training had affected their research output beyond this. More rigorous follow-up was undertaken in cases like ESCWA, where capacity assessment surveys before and after the organisation’s training initiatives were used to evaluate results. Nevertheless, overall, specific evaluation criteria are not accorded special emphasis. This appears linked to the very real difficulty of evaluating the “impact” of training in any way. Since change is not generated by training in isolation, it is difficult to discern what impact training has had, or to attribute long-term results to training. Some cases do refer to evaluation methods which could be useful in this regard, for example, Promundo’s Gender-Equitable Men Scale²⁴. This has been used by the NGO in their trainings to measure changes in participants’ attitudes and beliefs in terms of gender norms, roles and relations. It has been used both as an ex-ante and ex-post evaluation scale.

Evaluation is especially lagging behind in terms of feminist and participatory methodologies. The lack of participation throughout the evaluation processes

seems at odds with the participatory approaches otherwise adopted by the ten good practices. Evaluation in the context of training for gender equality must consider power structures and relations, i.e. what is being evaluated, by whom, why and how? These are recurrent questions that constantly need to be posed and reflected on in a participatory manner, with the involvement of all stakeholders. This level of subjectivity, however, may be felt to be counterproductive. Most objective assessments, after all, are conducted by external experts who are generally felt to be better positioned to apply expertly selected criteria to assess matters. However, this is not entirely in line with a participatory approach, as it implies a hierarchy of knowledge between gender experts and training subjects. In the case of Mupan, for instance, the participants’ knowledge was assessed by trainers assigning them “grades” from A to D (A being the highest and D the lowest). This is problematic in the context of adult learning in general, and specifically for the participatory aspirations of training for gender equality. Such forms of assessment reflect a hierarchical structure in which teachers (or in this case facilitators/tutors) “have the knowledge, decide what is important, and why it is important”. But does this contradict training’s inclusivity and horizontal learning process? Can the horizontal learning process implied in training for gender equality actually be ‘measured’? Are low scores a productive way to “change” attitudes and influence behaviours? Or can they discourage participants from engaging in training? In light of such concerns, it is evident that evaluation methods still need to strike a balance between evaluative rigour and inclusivity. Ultimately, if they are to contribute to training’s transformative potential, they must adhere to a methodological approach based on feminist and participatory values and the deconstruction of power relations.

24 <http://promundoglobal.org/resources/measuring-gender-attitude-using-gender-equitable-men-scale-gems-in-various-socio-cultural-settings/>

Conclusions: reflecting on good practices in training for gender equality

Taken together, the experiences included in this Compendium contribute substantively to knowledge on the politics and practice of training for gender equality. The findings of this process serve to highlight some key questions for further developing work on good practices in this field. These relate to the four main sections of this introductory chapter: research process and methodology; how training contributes to gender equality; the politics of training for gender equality; and the practice of training for gender equality.

On research processes and methodology:

- What more can be done to support organisations from the Global South and grassroots women's organisations to share their practices and reflect on their experiences concerning training for gender equality?
- How can this process be further developed along the lines of participatory feminist research methodologies?

On the ways in which training contributes to gender equality:

- What tools and processes can be developed for systematically documenting the contributions of training for gender equality?
- How might these findings be systematised in order to develop an evidence-based foundation for the impact of training for gender equality?

On the politics of training for gender equality:

- How can theories of change for training for gender equality be developed further, and how can these be embedded into all aspects of the training cycle?
- How do different kinds of feminist politics and feminist theories contribute to the objectives, process and outcomes of training?
- In what ways does the transformative potential of training for gender equality relate to the broader change projects in which training is embedded?

On the practice of training for gender equality:

- How can feminist pedagogical principles be applied in all stages of the training cycle?
- How can training processes engage more explicitly with intersectionality?
- What is the relationship between online learning, feminist pedagogies and transformative politics?
- How can evaluation methodologies for training that are compatible with participatory, feminist methodologies be developed?

These questions form a starting point for a reflection on what might constitute a definition of and/or criteria for good practice in training for gender equality. It is hoped that this will be a collective process involving stakeholders from all areas of the field – practitioners, researchers and commissioners. Following the publication of this Compendium, the Training Centre will open a series of spaces for such a discussion in the Community of Practice, including a Virtual Dialogue, to which all stakeholders are warmly invited to contribute.

While many issues have been addressed in this process, there are additional substantive areas which merit further investigation. These include, among others, the politics of knowledge; the political economy of training for gender equality; and the role of intersectionality. As such, it is recommended that concrete steps are taken to develop research on these themes, as well as those identified throughout the Compendium.

“When there is political will,
everything can be done –
they open up doors, insert
budgets, and undertake actions.”

Jacqueline Duran,
Coordinator and Training Facilitator,
DIMA-COMIBOL initiative



Summary of
Individual Practices

4

ASI: GENDER, RIGHTS, AND COLLECTIVE ACTION TRAINING

Region(s): South Asia	Country(ies): India
Organisation(s): Agribusiness Systems International (ASI), an affiliate of ACDI/VOCA	Type of Organisation: International Non-Governmental Organisation
Timeframe / Duration: 6 days; 50 hours of formal training and several hours of informal discussions	Dates: 8 th - 13 th February, 2011
Participant profiles: 23 participants; women staff of two ASI partner organisations and community leaders (all participants in the Sunhara programme); primary/middle school education	
Facilitator profiles: 2 women facilitators; internal local/national trainers	
Funding Source: International multilateral donor – Sunhara India Programme, financed by the Bill and Melinda Gates Foundation	Budget: USD 3,500 (approx.) Design and development of training package Salaries of the trainers and guest facilitators Meeting room and projectors Accommodation at residential training site Travel expenses for participants and trainers
Contact: Shipra Deo, former Gender and Livelihoods Manager for ASI Sunhara, shipradeo@gmail.com ; Amit Kumar Singh, India Country Representative, ASI, asingh@asintl.org ; Jenn Williamson, Director of Gender Mainstreaming & Women's Empowerment, ACDI/VOCA, mailto:JWilliamson@acdivoca.org Web page: http://www.asintl.org/index.html ; http://acdivoca.org/	

Overview

Between 2010 and 2013, Agribusiness Services International (ASI) implemented the Sunhara (“Prosperous”) India programme in the state of Uttar Pradesh, in partnership with several Indian NGOs and private sector entities. Funded by the Bill and Melinda Gates Foundation, it worked with 25,000 smallholder farmers, 30% of whom were women, to enhance their incomes through improved agriculture practices and market linkages.

In February 2011, ASI delivered a six-day face-to-face training on “Gender, Rights, and Collective Action”²⁵ to 23 women at the grassroots level, all of whom were participants in Sunhara India. They were community leaders and/or staff of two ASI-partner organisations

in the Prataphgarh and Shahjahanpur districts of Uttar Pradesh. Only a third had a basic level of literacy. The training was held at a residential training site some 150km from the trainees’ villages, requiring them to spend six full days at the facility. It was delivered by local/national Indian expert trainers who advised on gender issues for the wider Sunhara initiative. The training was envisioned as a first step towards mobilising women to be part of Sunhara’s agricultural value chain development activities, and towards laying a foundation for these activities. It also sought to help the participants lead social change in their communities, the challenges of which are discussed further below.

The experience contributes to our understanding of training for gender equality, particularly in terms of the merits of a pedagogical approach which is inclusive of participants’ knowledge and contributions to the mutual learning process. This approach is important for fostering critical consciousness of gender equality among trainees. Coupled with the implications of a broader change project, like Sunhara India in which

²⁵ Agribusiness Services International (2011) *Training Report: Gender, Rights and Collective Action: A training for select women leaders and women staff of partner organizations*. Lucknow, India: Agribusiness Systems International.

gender equality was a central concern, and the development of community institutions/initiatives, training was instrumental in institutionalising knowledge on gender. It further laid a foundation for activities which helped to promote greater equality.

Political Context and Change Project

This training was influenced by the specific context of the Sunhara initiative, as well as the broader backdrop of development interventions. ASI is an affiliate of the US-based private non-profit organisation ACDI/VOCA, a global agricultural development NGO. ASI supports ACDI/VOCA by facilitating skills development among farmers and agribusinesses worldwide. The latter, in turn, provided oversight, strategic expertise, and guidance to ASI's implementation of the Sunhara programme, including its gender mainstreaming aspects. Both organisations are committed to ensuring that men and women benefit equally from development opportunities. ACDI/VOCA's gender policy is based on their understanding that women's "unique and important roles in agriculture [...] coupled with their responsibilities as family, household, and community members often provide the basis for multiple economic and social gains."²⁶ The organisation's "GenderFirst™" approach, which encompasses tools like gender analysis, is positioned as "part of doing 'smart' development"²⁷. This is in line with the Bill and Melinda Gates Foundation's theory of change: that "carefully addressing gender will improve the impact of all agricultural projects, and as such is integral to reducing hunger and poverty."²⁸

Overall, the training worked well in terms of laying a foundation for social change towards greater gender equality among the communities in question. The broader change project in which the training is situated, Sunhara India, explicitly cited women's socio-economic

empowerment as one of its key objectives. It recognised that cultural restrictions placed on women can limit their ability to leave their homes and participate in agricultural training or activities. Women were targeted with a methodology that recognised the importance of addressing both social and economic constraints to market participation and empowerment, including low literacy, limited self-confidence, intra-household norms, and scarce control over financial resources, including landownership. The approach was underscored by an understanding of Collective Action:

Sunhara India's Theory of Change: Collective Action

The programme's approach to women's socio-economic empowerment was based on a model of collective action, which holds that women organised in collective groups are better able to overcome the gender-based inequalities and discrimination they face as individuals. Key to this is the development of a cadre of women leaders with the skills to lead others to take on new roles and overcome barriers.³¹

To integrate these concerns into the programme, the training of communities was preceded by "gender sensitisation trainings" for the Sunhara project management team, including senior staff and field staff. An internal programme assessment of Sunhara's overall gender mainstreaming approach determined that its theory of change focused too narrowly on women's individual empowerment through collective action, rather than on group empowerment through the promotion of opportunities at different levels of the value chain.³⁰ Nevertheless, it determined that initiatives like the "Gender, Rights and Collective Action" training were essential first steps in empowering women individually, and therefore necessary precursors to broader group empowerment and social change.

The training sought to convey that concepts like gender are socially constructed, that their meanings are not fixed, and that whatever is socially constructed can be changed. Information from the training was integrated by the Sunhara project team into some of its agricultural trainings and agricultural extension booklets that promoted positive alternatives to patriarchal notions

26 ACDI/VOCA (n.d.) *Gender Integration and Women's Empowerment*. Available: <http://acdivoca.org/our-approach/cross-cutting-approaches/gender-integration-and-women-empowerment#Approaches>

27 ACDI/VOCA (2010) *World Report: Gender Approaches Strengthen Development*. Washington DC, USA: ACDI/VOCA. Available: [http://acdivoca.org/sites/default/files/attach/legacy/site/lookup/WRspring2010_complete/\\$file/WRspring2010_complete.pdf](http://acdivoca.org/sites/default/files/attach/legacy/site/lookup/WRspring2010_complete/$file/WRspring2010_complete.pdf)

28 Bill and Melinda Gates Foundation (2008) *Gender Impact Strategy for Agricultural Development*. Seattle, WA: Bill and Melinda Gates Foundation. Available: <https://docs.gatesfoundation.org/Documents/gender-impact-strategy.pdf>

29 Agribusiness Services International and ACDI/VOCA (2012) *Women's Empowerment in Agriculture: Collective Action through Group Structures*. Available: <http://www.asintl.org/Impact-Learning-Sunhara-India.pdf>

30 Caro, D., V. Pangare and C. Manfre (2013) *Gender Impact Assessment of the ASI Sunhara India project*. Maryland, USA: Agribusiness Services International. Available: <http://www.asintl.org/ASI-Gender-Impact-Assessment-of-Sunhara-India-Project.pdf>

of women's roles in farming and leadership. Although resource limitations prevented training for all 25,000 of the programme's participants, further trainings on gender equality were delivered to 20 women and to 24 men. These were family members of the original trainees, many of whom acted as a support network for their wives and daughters-in-law in their personal, economic, and social lives.

Several other features of the Sunhara programme, including follow-up measures after the training, further contributed to the institutionalisation of participants' knowledge on gender equality. While these were not solely the result of the training, it helped to create critical consciousness and lay a sustainable foundation for these activities. Informal discussion sessions and community events offered women and men spaces to jointly discuss what they had learned. They also put their learning into practice through the community institutions established by Sunhara programme, including self-help groups, literacy centres, and a women's resource centre (see Results and Outcomes).

Pedagogical Approach

The training's pedagogical approach treated participants as active agents in the construction of knowledge. It facilitated their analysis of very personal aspects of their identities and experiences, and valued their reflections as integral to the learning process. While building trainees' critical consciousness of the structures underlying gender norms and power relations, the initiative did not enforce its own specific understanding of gender equality on participants. Instead, it asked them to analyse situations or concepts and explain what they thought, and what they learned from the experiences that others shared with the group. In this way, the approach encouraged them to analyse, reflect, ask questions, disagree, challenge others, and question themselves. There was an emphasis on the participants' "ownership" of the training. They decided when to have a break or watch a film, rather than passively accepting a schedule imposed in a top-down manner.

The training sought to employ an inclusive and context-sensitive approach in its design. This helped tailor the initiative to the participants' circumstances and needs. Project staff, partners, and trainers jointly selected content and activities for inclusion in the training curriculum, informed by their knowledge of

the local context and culture. For instance, as their cultural background prevents them from interacting freely in the presence of men, the training was developed exclusively for female trainees and delivered by female trainers. This was intended to create a space in which participants felt safe and comfortable enough to share their own experiences, and reflect on how gender norms affect their lives.

Sunhara India's field staff and NGO partners, who were personally acquainted with the participants, helped to pinpoint specific trainee needs. The trainers, Indian gender experts who have worked extensively in rural areas, were able to "act on their feet" by citing locally relevant examples. Their experience helped them understand the emotional and psychological change trainees underwent during the training. As many were somewhat overwhelmed after discussing certain issues for the first time, it was important that the facilitators possessed the skills to meet their needs. When interviewed, the trainers stressed the importance of "empathy" with the participants; facilitating rather than lecturing; openness to learning from the trainees; approachability; and being able to connect with the trainees. For instance, they often participated in informal discussions with participants after the formal training sessions.

Another key aspect of the approach was the use of a residential training site. Despite the challenges this posed in terms of community resistance (discussed below), it was nevertheless felt necessary to enable participants to analyse gender relations outside the context of their communities' social restrictions. It was also expected to facilitate bonding between trainees, a key element for collective action. Following the formal training sessions, the site's large open areas were used by participants to play games, such as *Kabaddi* – a popular game usually played by men – sing, dance, and connect with one another. Similar exposure has been argued to "introduce women to alternative world-views" and help them "critically examine their own", while interacting with other women is considered to boost their "confidence to articulate and pursue interests."³¹

Gender Equality Results and Outcomes

The training fostered critical consciousness of gender equality among participants while laying a sustainable

³¹ Jakimow and Kilby (2006), p. 383.

foundation for Sunhara's activities. Trainees became more aware, more interested in exploring gender equality issues, and more vocal and assertive in their participation. With the project team's support, they organised events for International Women's Day, the One Billion Rising Campaign, and a Women Farmers' Fair.³² They spoke before large audiences and performed a stage play on gender-based violence. Such public feats would have previously been inconceivable for most participants. Following the training, women who had rarely left their homes began regularly venturing into public spaces. For many, greater mobility increased their exposure to information on market prices and farming techniques, helping to strengthen their roles in markets and production-related activities traditionally dominated by men.

The community institutions established by the programme are also continuing to flourish. Clusters of new and existing self-help groups were formed into the federation, *Vamashakti* (the "strength of women" in Hindi), comprising 2,500 members. The women leaders who attended the training later led important initiatives through *Vamashakti*. They worked with the programme to set up community-based literacy centres, pushing for these after determining that disproportionate female illiteracy contributes to oppression. In 18 months, 20 literacy centres helped 300 women, often self-help group members, learn how to read and write. A women's resource centre was created as a space for them to discuss and decide needs-based strategies to address common concerns. Such measures kept discussions on gender on-going and sustained the training's momentum by building support networks among women.

In the wake of the training and follow-up initiatives, including training for participants' family members, changes in gender roles and relations among Sunhara's participants were observed. Men reported increased awareness of women's rights and gender equality. The project team saw evidence of more equitable relations, e.g. men cooking or taking care of children.

- One participant's husband agreed to her attendance after speaking to the project coordinator. Yet, for fear of community censure, he insisted

that she did not carry a travel bag when leaving the house. She walked through the village as if she were not planning to travel and picked up her luggage from her son on the outskirts of town. After discussing the training with his wife and attending a follow-up training for men, his attitudes changed substantially. At the International Women's Day event, he spoke to an audience of 1,500 about how he had begun to understand gender inequality and redress inequitable norms in his own life.

Notable Tools and Methods

Given participants' low levels of literacy, mixed methods of formal and informal learning were applied. Practical examples were used to discuss complex issues like gender inequality and power structures. For instance, to explain how currents of patriarchy underlie society, patriarchal structures were likened to the roots of a tree. Participants could visualise and understand how "roots", like male domination, shape and influence everything that grows out of them. Group discussions and exercises – including plays, songs, and mimes – were combined with contextually relevant examples, film screenings, presentations, handouts, talks by invited guests, and informal discussions. Interactive exercises, like "A Baby is Born", helped trainees reflect critically on their own lived experiences, while exercising agency by directing the exercise themselves. It also proved useful as it does not require literacy skills.

³² Videos on the events are available: <http://www.asintl.org/resources-video-sunhara-voice-of-change.html> and <http://www.asintl.org/resources-video-sunhara-Women-Farmer-Fair.html>

“A Baby is Born” Exercise

- The trainees are divided into two groups, each representing a family. One family welcomes a new-born boy (Kamal), the other a new-born girl (Kamla). Together, they discuss the progression of the boy and girl at different stages of life based on their experiences of women’s and men’s lives in the area:
- Birth; 6 days; 12 days; 1 month; 1 year; 6 yrs.; 12 yrs.; 18 yrs.; 24 yrs.; 40 yrs.; 60 yrs.; 80 yrs.
- Two participants assume the roles of Kamla and Kamal. Starting from the same point in the room, they take a step forward or backwards depending on whether a stage affords them opportunities or impediments. After discussing each stage, the groups decide what move “Kamla”/“Kamal” should make.
- Participants shared examples of how boys and girls are treated in their communities, e.g. in much of Uttar Pradesh, a boy’s birth is celebrated while that of the girl is not.
- By the end, the physical distance between Kamla and Kamal was evident. This helped trainees visualise how social roles and expectations are based on biological sex; how socialisation pushes boys and girls into defined roles; and how this provides or limits opportunities.

The training site was selected to provide a safe space, both physically and emotionally, for participants to share and learn. The layout of the sessions sought to mitigate hierarchies of knowledge and reinforce the validity of trainees’ understandings. Both facilitators and participants sat in circles to enable everyone to learn from one another. This seating arrangement ensured that hierarchies of caste, class, marital status, or trainers/

trainees were not reproduced. The mutual learning approach of the training meant that hierarchies of knowledge, which may be unavoidable – particularly in such asymmetric learning contexts – were negotiated with care, rather than reinforced. This helped build trust between participants and facilitators, encourage solidarity among trainees, and be as inclusive as possible of their role in the learning process.

Day	Objectives	Training Exercises and Content
Day 1	Breaking the ice	Trainees discuss qualities they like about themselves
	Understanding one another	Discussion of challenge trainees face due to gender norms, e.g. access to education, property, financial resources; control over mobility, social interaction, dress, bodies, reproductive rights, housework, care giving
	Learning about gendered socialisation	Discussing times when trainees were expected to “behave like a woman” “A Baby is Born” exercise to visualise how socialisation unfolds Discussion of how roles and behaviour patterns are assigned based on biological sex, and how this disadvantages women
	Reflecting on social customs / norms	Screening of a film, “Band File”, on suicide linked to tensions over dowries Reflection on how languages, spaces, resources, and objects are gendered
Day 2	Sharing impressions	Discussing participants’ impressions of Day 1
	Understanding patriarchy and patriarchal control	“Sculptor” exercise, i.e. trainees “mould” each other to look like “good” and “bad women” and list characteristics assigned by communities to each “Web chart” exercise on how problems and their roots are interconnected, e.g. violence, restricted mobility, limited opportunities Discussion of patriarchy, comparing it to a tree whose roots (male dominance, etc.) influence the society growing out of them
	Reflecting on gender injustice	Screening of Mrityudand (“Death Sentence”) on the mob killing of two village women and the struggle against oppression and male domination

Day	Objectives	Training Exercises and Content
Day 3	Reviewing lessons learned	Analysing the film's depiction of parameters of morality for men/women Looking at gender norms from a personal angle
	Understanding the difference between sex and gender	Comparing biological sex and socially constructed gender Discussion of power and social hierarchies based on gender, class, education, language, caste, religion, race, abilities, sexual orientation
	Understanding power	Exercises on hierarchies, e.g. trainees in a line and stepped forward if they were in a position of power based on various characteristics, e.g. class Discussing positive power (power "with") vs. negative (power "over")
	Discussing gender-based violence	Sharing of incidents of violence experienced personally or witnessed, highlighting the cycle of violence and vulnerability
	Reflecting on domestic violence	Screening of the Bol ("Speak") series of short films challenging myths around domestic violence and giving voice to its survivors
Day 4	Sharing impressions	Discussion of the film and past sessions; sharing of personal experiences
	Understanding laws and women's rights	Talk by a female legal counsellor on laws for the protection of women, and evolving roles/ expectations for women in society Discussion of whether participants' are better off than their mothers and of what legal provisions they could use to protect themselves
	Energising trainees	Excursion to see the city of Lucknow, a first for many trainees
Day 5	Discussing the outing	Discussion of the excursion and how it made trainees feel
	Understanding power dynamics and structures	Conceptualising and performing a short play on domestic violence Discussion of power and how gender cuts across social groups Group work on challenges faced by women from different backgrounds, and short-term vs. long-term ways of overcoming these
	Reflecting on how women can work collectively	Screening of Taaza Khabar on female journalists in a small town Screening of "When Women Unite" on a rural women's uprising against the state supply of liquor in Andhra Pradesh
Day 6	Discussing the film	Discussion of trainees feeling inspired by depictions of women coming together to achieve goals, and of what they too could achieve collectively
	Understanding collective action	"Hand mirror" exercise on mutual understanding, trust, and support "Follow the leader" exercise; participants mimic the actions of a "leader" Trainees jumbled their arms together to create a knot and unravelled it as a group, an exercise to build trust and collective problem solving
	Discussing change	Discussing what trainees would change in their lives/strategies to do so
	Examining examples of collective action	Presentation on advocacy for changes in the Gudiyapatka festivals, from boys beating a doll/throwing it in a river to playing with it on a swing
	Getting involved in community events	Participants proposed messages for International Women's Day (2011), composing a song, play, and slogans on education and domestic violence

Challenges

Challenges	Strategies to overcome these challenges
Communities may be resistant to residential trainings, especially in contexts where there are cultural restrictions on women's mobility. Women may also be unable to take part in residential training if they cannot arrange alternative childcare, e.g. with relatives, neighbours, etc., unlike the trainees in this case.	Field staff addressed resistance by speaking directly with participants' families to explain the training's purpose and benefits for participants and the community. To this end, they drew on the strong relationships built between the Sunhara programme and community members. By acknowledging potential resistance and proactively addressing it, a successful residential training could be held at the grassroots level.

CONCERN UNIVERSAL: GENDER AND EQUALITY MAINSTREAMING IN A WATER, SANITATION AND HYGIENE PROJECT

Region(s): Sub-Saharan Africa	Country(ies): Malawi
Organisation(s): Concern Universal Malawi	Type of Organisation: International Non-Governmental Organisation
Timeframe / Duration: 2 days; training implemented in an on-going Water, Sanitation and Hygiene project	Dates: 16-17 June, 2014
Participant profiles: Male (10) and female (8) field-facilitators working in Concern Universal's Water, Sanitation and Hygiene project; University-level education	
Facilitator profiles: In-house gender focal point (woman) from Malawi, in her late 20s, with expertise in training for gender equality	
Funding Source: International multilateral donor (UNICEF)	Budget: USD 625 Facilitators' salaries and travel Design and delivery of training materials; and Participants' hotel accommodation and board (1 night)
Contact: Thokozani Chiwandira (Gender Specialist) thokozanichiwandira@yahoo.com Web page: www.concern-universal.org/where-we-work/malawi	

Overview

Concern Universal is an international NGO, established in Wales, United Kingdom and working in nine countries in the World.³⁵ One of these countries is Malawi, where Concern Universal has worked since 1988, when they opened an office to support refugees from Mozambique, as well as the host Malawian communities, during the Mozambican civil war. They have since continued their work in the country in areas such as community mobilisation, and capacity development. One of their on-going projects is on Water Sanitation and Hygiene, implemented in the Dowa Kasungu districts. About half of the communities in these areas live without safe water, and only one in five people have access to a toilet. Concern Universal focuses on rehabilitating and improving existing infrastructure and local facilities, with the goal to: “reduce morbidity and mortality of Malawians due to poor access to water, sanitation and hygiene.”³⁶

35 Bangladesh, Brazil, The Gambia, Ghana, Guinea, Kenya, Malawi, Mozambique, and Niger.

36 <http://www.concern-universal.org/where-we-work/malawi/water-is-life/>

Although this project did not include funding for gender mainstreaming in its initial stage, the project's management and field facilitators were open to gender mainstreaming. This provided an entry-point for a “Gender and Equality Mainstreaming” training session in the remote Dowa Kasungu districts, rural areas with scarce resources. The training was planned by the organisation's Gender Specialist, based in Concern Universal's Main Office, coordinating closely with the senior management of the Water, Sanitation and Hygiene project. The face-to-face training was also carried out by this Gender Specialist. While the training focused on the project's field facilitators' capacity, attitudes, and practices towards gender equality, senior management was also included to increase sustainability and credibility. The main objective of this training was to:

- Develop a common understanding of gender and equality mainstreaming for the Dowa Kasungu Water, Sanitation and Hygiene project.

Political context and change project

As an international NGO, Concern Universal depends on donor funds for their work. In 2014, the majority of their funds came from the World Food Programme (United Nations), the United Kingdom's Department for International Development, and the European Union. More than half of Concern Universal's funds go to Malawi, making this a priority country for the organisation. In the country, work is carried out in 10 main districts and the organisation has offices in 11 major cities. HIV/AIDS, gender equality, rights and environments are cross-cutting issues in Concern Universal's projects in Malawi. Gender equality as a cross-cutting issue is addressed through the appointment of a Gender Specialist in a senior position. Part of her/his activities involves securing a gender perspective in actions, implementing training activities, and monitoring progress and the achievements of results.

A small percentage of the NGO's budget was provided by UNICEF in 2014 (2%), which according to the organisation's Gender Specialist, was used to finance this training. It was developed with scarce economic resources and was pushed for mainly by the Gender Specialist acting on her own initiative. No budget for training for gender equality was set aside within the Water, Sanitation and Hygiene project. Thus, the Gender Specialist became the training facilitator, implying no extra costs associated with external trainers. While the initiative was an in-house training, partnership was still fundamental, corresponding to Concern Universal's theory of change (see below) which underscores the fact that change can only happen in partnership ("we-together"). The training engaged with the community committees, the District Councils, and other local government staff both prior to and after the training. Before the training, these actors were involved in identifying the main gaps in gender knowledge in the districts. Following the intervention, these actors were (and are) involved through the Gender Action Plans established for the Water, Sanitation and Hygiene project within the framework of this training. For example, they collect sex-disaggregated data and have informed the menstrual hygiene management training.

Although gender equality is seen as a cross-cutting issue in all their projects, it receives no attention in Concern Universal's accounting report for 2014.³⁷

³⁷ <http://concern-universal.org/wp-content/uploads/2014/07/CU-FINAL-Full-accounts-2014.pdf>

Gender [in]equality is also lacking in Concern Universal own theory of change. This theory of change focuses on individual change ("I change"); community change ("we change") and societal change ("together change"). Changes at all these levels are then expected to lead to reduced poverty and inequalities, as well as enhanced justice; dignity and respect. In this context, gender can be found only once, with regard to challenges at an individual change level "individuals face ethnic/gender discrimination."³⁸

Our Theory of Change helps us to check that we are not only doing things right, but also whether we are doing the right things as we work to challenge poverty and inequality.³⁹

Although not explicitly included in impact reports, strategies and theory of change, Concern Universal argues that gender equality and parity is a main focus of their work. The fundamental aspects of their work on gender equality include a commitment to gender balanced development, challenging stereotypes and empowering women.⁴⁰ They highlight that five out of nine Country Directors, as well as their Chief Executive officer, are women, making them a more gender-balanced aid organisation than average.⁴¹ They hold that a gender-balanced board and staff composition will benefit aid work, providing a better understanding of the experiences and aspirations of women.

Pedagogical approach

This training took a participatory approach, by trying to deconstruct power relations related to knowledge and putting the participants at the centre of the learning process. It was important to include both women and men to share life experiences and reflections about gender norms and relations in their personal and professional lives. This included their relationships with other fe/male colleagues, as well as women and men at the community level. The training also included reflections on other characteristics and their connections to gender, such as age and ethnicity, and how these are

³⁸ <http://concern-universal.org/wp-content/uploads/2014/07/Concern-Universal-Theory-of-Change-Diagram.pdf>

³⁹ <https://concern-universal.org/what-we-do/strategy/>

⁴⁰ <https://concern-universal.org/re-write/international-aid/concern-universal-bucks-the-trend-with-the-majority-of-senior-positions-taken-by-women/>

⁴¹ <https://blog.concern-universal.org/global-issues-this-is-what-20-years-of-gender-equality-progress-looks-like/>

interconnected. Therefore, gender balance during group activities, as well as other diversity considerations for participants to share different knowledge, experiences, and understandings, was promoted. In this spirit, the facilitator herself reflected on her age, being a rather young professional in the Malawian context.

Although power relations will always be present, the facilitator aimed at not portraying herself as a gender expert, or in this particular case, being intimidated by older participants based on hierarchical age structures in Malawian society. As such, the facilitator focused on involving all participants in discussions and reflections. She also recognized that women tend to speak less in mixed groups in this national context, and therefore gave ample time for the females' participants to make their voices heard.

Gender equality results and outcomes

The main result of this training was the creation of a Gender Action Plan for the WASH project in the Dowa Kasungu districts. The Plan was developed during the last day of the training by the field-facilitators/participants, and has since been incorporated as a working tool in their daily activities. The Plan includes indicators used to collect gender-aware information each month, including data/information disaggregated by sex and age. Other tangible results include:

- Participants' increased knowledge and capacity to reflect on gender inequalities and equality more broadly. This encompasses their capacity to analyse gender relations and norms, and understand the importance of gender mainstreaming in social projects, such as their Water, Sanitation and Hygiene project;
- The documentation of success stories on gender and equality by the participants in their district. These stories were shared between field-facilitators as examples to learn from; and;
- Value accorded to gender mainstreaming by management, which promotes the continued use of the Gender Action Plan in the Water, Sanitation and Hygiene's project's Monitoring and Evaluation system. Discussions on how to incorporate menstrual hygiene management in schools have also been undertaken within the project's framework.

Another result relates to the fact that the number of women participating in local community decision-making spheres has increased since the training session. So too has the number of women elected within Community Committees. With respect to this result, it is important to highlight the continued work by various actors, who each support processes towards gender equality using diverse strategies. The training and the Gender Action Plan were one strategy that equipped field-facilitators to better support such processes and helped local authorities understand the importance of gender parity in the public sphere. Concern Universal's continued partnership with these Committees, as well as local government institutions, in terms of the monitoring progress of the Action Plan and the Water, Sanitation and Hygiene project, is another key strategy. Initiatives undertaken by other organisations (such as UNICEF) and governmental institutions working in these districts, and their combined efforts, may have also influenced the achievement of these results.

Notable tools and methods

The tools used during this training session included energizers and ice-breakers, which aimed at putting participants in the right mood, giving a break before a more intensive activity and/or letting participants' get to know each other. Posters, reflection exercises, story-telling, and group work were also used. Furthermore, the participants developed a Gender Action Plan, as well as a Gender and Equality Form that is currently being used to collect monthly sex disaggregated data within the Water, Sanitation and Hygiene project in Dowa Kasungu areas.

The training methods also comprised:

- Discussions focused on participants' experiences of being a woman or a man (both positive and negative);
- Reflections about stereotypes in the local communities related to gender, as well as to other characteristics, such as age, socio-economic status, ethnicity, and religion; and
- Real-life case studies from local interventions to promote reflection and debate around gender inequalities.

TABLE 1
Training content

Subject	Objective	Exercise
Inequalities (not necessarily bound to gender, but also to age, ethnicity, socio-economic status, religion, etc.)	Explore inequalities existing within and between participants, as well as the community they work in Explore characteristics of people belonging to different social groups; and how social status, rank, and power can influence the way people relate to one another socially and professionally	Brainstorming about inequalities in pairs Card – “Rank and Power” sensitization game to help participants discern power relations. Each participant is given a card from a normal set of playing-cards. These are assigned a social status, from chief to widow. Participants are not allowed to see their own card, but should be treated by others the way this person is treated in the community as they walk around the room. Discussions followed on their experience and feelings of being assigned a specific card.
Gender mainstreaming	Define gender and equality in the participants’ own words Reflect upon gender and equality based on participants’ personal and professional experiences Reflect on the way participants can promote gender and equality in their daily work	Gender equality literature review and plenary discussion
Gender roles and norms in society	Explore perceptions about women and men Reflect on how gender stereotypes can hinder equality and how this influences participants’ personal and professional lives	Gender “Bi-focal” (discussions preferably carried out separately between women and men) about women and men’s experiences are undertaken by posing specific questions such as: What has been your experience with wo/men? What are your perceptions towards wo/men?
Equality and its possible barriers	Identify different obstacles that can hinder gender equality	Brainstorming, in pairs, on gender equality barriers based on participants’ personal and professional experiences. These are then written on card, discussed in the plenary session and categorized into four main barriers with the facilitator’s support

Subject	Objective	Exercise
Human rights and its connection to equality	Reflections on gender and equality in relation to: <ul style="list-style-type: none"> • Public responsibility • Rights Monitoring • Disability • Poverty and Rights • Religion • Ethnicity and Race • Gender • Stereotypes • The Elderly • Rights and Health • Human Rights • Discrimination • Children • Socio- economic status • Duty Bearers 	Poster process – along the room (as well as outside) posters related to specific subjects were displayed. Each poster included information and a question to prompt participants’ reflection. Participants worked individually filling in a learning matrix related to the poster, which they brought back to discuss in the plenary session with the whole group

Furthermore, two specific exercises were included in the training content:

- **A real case study/story** from one of the villages where the Water, Sanitation and Hygiene project is being implemented. This was selected in the assessment/design stage of the training and the participants were not aware that the story was real and came from their own project, as names were duly changed. The case was read out to the

participants and some key questions related to gender inequalities and mainstreaming were posed. The aim of this exercise was for participants’ to understand and reflect on how gender relations are produced and can be reproduced within such a project.

- The development of **Gender Action Plans** for participants to implement the knowledge gained through a hands-on activity.

Challenges

Challenges	Strategies to overcome these challenges
How to encourage participants to continue using the knowledge acquired in their daily work	A Gender Action Plan was created at the end of the training session, within which the participants/field facilitators established their goals and indicators for future work.
Scarce or no financial resources for training for gender equality within Concern Universal’s projects’ budget framework.	Universal Concern assigned a Gender Specialist, who carries out in-house training sessions as part of her responsibilities.
	Liaisons and coordination with project senior management to get them on board and help them understand the importance of gender equality and mainstreaming in their project.
	Liaisons and coordination with governmental institutions where project implementation is taking place in order to sensitise them.
The field-facilitators’ previous knowledge and understanding of gender differed, influencing the discussion level	The facilitator adjusted to this scenario on-the-go, by changing group composition and questions.
	The Gender Specialist believed that if more time had been given to preparing the training sessions, pre-questionnaires to analyse knowledge levels could have been undertaken and the session adjusted accordingly.

DIMA-COMIBOL: TRAINING AND CAPACITY DEVELOPMENT OF COMMUNITY REPORTERS WITH A SOCIAL AND GENDER FOCUS⁴²

Region(s): Latin America and the Caribbean	Country(ies): Bolivia
Organisation(s): DIMA-COMIBOL (Environmental Department of the Bolivian Mining Corporation) ⁴³	Type of Organisation: Government agency
Timeframe / Duration: 21 days (three 8-hours workshop days per module, with a total of six modules and 168 hours of training)	Dates: 2009/2010
Participant profiles: 90 women (30 women per community/workshop). Women living in mining areas in Bolivia; housewives and women miner; primary/no education	
Facilitator profiles: : 2 (one woman and one man) in-house trainers; Bolivian nationals with university degrees, expertise in gender and communications, and knowledge of indigenous cultures and languages in Bolivia	
Funding Source: Bilateral international donor, Danish International Development Agency (DANIDA)	Budget: USD 15,000, including Trainers' salaries and travel expenses Design and delivery of initiative Training materials Radio equipment
Contact: Jaqueline Duran (Coordinator and training designer) jacquiduco@yahoo.com.ar/ jduran@colquiri.gob.bo Web page: www.dimacomibol.gob.bo	

Overview

COMIBOL, the Bolivian Mining Corporation, was established in 1952. According to Law 3720 (2007), it is responsible for all of Bolivia's mining activities, including environmental and financial administrative matters. In 2002, DIMA – COMIBOL's Environmental Department – was created to affirm the organisation's commitment to the environment.⁴⁴ Among DIMA-COMIBOL's aims is the following objective on gender equality: Improving the quality of life, thus helping to reduce poverty in

mining centres, with an emphasis on female and child mineworkers. This objective is drawn from the Women Mineworkers Plan, which states: "without women's participation in mining, it is impossible to achieve the integrated development of mining centres."⁴⁵

The following training is grounded in this Plan and forms part of a programme to mitigate environmental degradation, supported by the Danish International Development Agency. The training corresponds to the needs and demands expressed by women in Atocha, Colquechaca and Llallagua through events and interviews to identify potential problems they face. This process revealed their interest in political issues and participation, especially related to health, education, and a life free from violence. It was also discovered that

⁴² Please note that the research process, materials etc. for this good practice in training were in Spanish. Translation from Spanish to English was undertaken by the consultant.

⁴³ Spanish abbreviation

⁴⁴ http://www.dimacomibol.gob.bo/en/quienes_somos/la_comibol and http://www.dimacomibol.gob.bo/en/quienes_somos/dima

⁴⁵ http://dimacomibol.gob.bo/es/objetivos_actividades/inmediatos/objetivo_4

many women fear the public sphere, have low self-esteem, and are scared of speaking in public and/or in front of groups, especially when men are present. The main objective of the training, therefore, was to:

“Strengthen and empower the women living in the mining areas of Atocha, Colquechaca and Llallagua, so that they could actively and efficiently participate in gender equality development and decision-making processes.”

The course included six modules, each of which focused on women’s empowerment through the use of communications channels such as the radio, with a specific emphasis on strengthening women’s self-esteem and leadership capacities towards their inclusive and active participation in local decision-making processes and participatory budgeting.

Political context and change project

Bolivia has undergone a political transformation since the election of Evo Morales in 2005, with significant changes in legal instruments and regulations. These now include opportunities for public participation in local management, public hearings, participatory planning and budgeting, and other formal mechanisms for citizens to make their voices heard. At the local level, work to advance gender equality has also been undertaken, and government institutions have been adjusting to the overall political context. However, women are often not included in local decision-making processes and are underrepresented in local government institutions. Violence against politically active women has been registered in Bolivia and cases of political feminicidio (femicide) are part of this scenario. Changes in political authorities are common, both at the national and local level, influencing planning and budgeting processes, including planning and budgeting for gender equality and training activities.

Supported by the national legal framework, but also financially by the Danish International Development Agency (DANIDA), DIMA-COMIBOL aims to mainstream gender in all their activities. DANIDA is one of the main international donors for gender equality and women’s empowerment in Bolivia, and gender mainstreaming is one of their fundamental pillars and requirements for financial support.⁴⁶ However, the personnel as-

signed with responsibility for gender mainstreaming within DIMA-COMIBOL (and for undertaking of this training), recognised that the understanding of gender mainstreaming was not entirely clear within the organization. Initially, senior management saw it as an extra requirement, an added component to the project, without paying any specific attention to this in activities and budgeting. Technical staff, on the other hand, thought gender mainstreaming related to having an equal number of women in different activities/projects or to highlighting and discussing violence in the domestic sphere. They felt that these aspects had nothing to do with mitigating environmental degradation. Gradually, and with the technical advice and support from DIMA-COMIBOL’s gender focal point, senior management and personnel became more aware of gender mainstreaming’s true meaning, as well as the importance of making it part of all their programmes and budgets. This, in turn, facilitated the implementation of the training sessions during 2009-2010, as well as follow-up and continued work on gender mainstreaming within DIMA-COMIBOL’s activities.

A close partnership between DIMA-COMIBOL and the local government authorities in Atocha, Colquechaca and Llallagua was needed to undertake the training. Here, it was important to consider the social and economic settings of the mining areas. International prices for different minerals define the amount of work available, the areas of work, and families’ incomes (a greater proportion of men are mineworkers and earn more than their female counterparts). Local governments in mining areas are confronted with various issues related to shifts in health and education needs due to increases or decreases in population numbers. Their financial capacity is low, with limited annual budgets to meet all needs.

Male chauvinism (“machismo”) is also a prevalent issue in these areas, where the ratio of men is often higher than that of women due to stereotypes of mine work as a male activity. Women in these areas are often domestic workers, low paid mineworkers, and/or “palliris”⁴⁷.

unequal power relations, rights and resource situation, needs and priorities should be taken into consideration in the design and implementation of development policies, strategies and programmes. Based on the analyses, including gender assessments prepared as part of the Country Policy Document, gender aspects to be addressed will be identified within selected areas and interventions where Denmark can add value to gender equality.”

47 Palliris are women who collect mineral stones outside the mines, which still contain traces of minerals. This tiring and difficult work is considered the lowest form of work in the

46 According to DANIDA’s Strategy to Promote Gender Equality (2013), gender mainstreaming entails: “that women’s and men’s

This masculine setting influenced the political environment against which the training was undertaken. At first, local authorities viewed the initiative as “women and their little problems”. After a process of sensitisation and liaisons with these actors about how gender issues relate to the care-economy, health, and violence against women, can (negatively or positively) influence the productivity of male mineworkers, they opened their doors to DIMA-COMIBOL. The activities undertaken throughout the training’s two-year implementation period were included in the Annual Operative Plans of the Human Development Departments in each municipality. Furthermore, considering the local context, a strategic and fundamental partner for this training was the community radio. In Bolivia, community radio is the voice of the people, and a common instrument for communicating in/with remote and rural areas in the country.

DIMA-COMIBOL’s view on gender equality is based on the Bolivian government’s official view, as found in its main legal instruments, notably the Constitution and the Equal Opportunities Plan.

The Constitution is based on gender equality as a human right, while the equal opportunity plan states: “Bolivia recognizes women’s contribution to the country’s development. This recognition is expressed through equal opportunities in accessing services, the full participation in decision-making spheres and the equitable distribution of economic resources, technologies and patrimony, thus creating the conditions to a life free of gender based violence”.

The training was grounded in three ideas/steps of change:

- The first step in this process of change was to work with women to increase their internal capacities, for them to believe in and value themselves, and thereby to enhance their self-esteem. The training was therefore directed only towards women. However, in Llallagua and Atocha, local education authorities requested that some young men to also take part in the training to address specific issues related to youth in these areas: abortion, unwanted pregnancies and alcohol consumption. Through this step, the women participating should become empowered by strengthening both their internal and external capacities. The understanding behind this is that women need to value themselves and have

sphere of mining, and these women often suffer discrimination and harassment from male mineworkers.

self-esteem before being able to embark into other areas, such as political participation, and changing their private lives and surroundings. Although based on the importance of the group and women’s collective voice, this approach can be seen as an individual change approach putting the burden of addressing gender [in]equality on women’s shoulders.

- The second step assumed that the participants had increased their self-esteem. It entailed interaction between communication tools and social development processes to create change towards a more equal society. The concept underlying this approach is that the media (radio) is a powerful instrument for influencing governments and common citizens – where women’s needs and demands can be expressed, heard, and addressed.
- The third and last step in this process included involving the participants in public government processes and strengthening their participation in decision-making processes. The idea behind this is that no society can be equal if there is no formal and substantive gender parity in political administration. As mentioned by Jacqueline Duran, the Coordinator of this training, “There is no comprehensive development without women’s participation in decision-making processes”.

Together, these steps were expected to increase women’s empowerment and create more equal societies. However, DIMA-COMIBOL also underscores that training should be carried out as an integrated part of a variety of strategies to advance towards a more equal society. The training sessions were part of a larger gender mainstreaming process carried out by DIMA-COMIBOL, which included productive economic activities and training for female miners to generate their own income (such

51 CONEXION- Emancipation Found is an initiative financed by the Government of the Netherlands and the Canadian Embassy in Bolivia and is implemented in a collaboration with HIVOS and OXFAM, with the vision to create a Bolivian society that is more inclusive and where women and men with diverse identities can enjoy their social, political and economic rights on equal grounds. For more information on CONEXION, please see www.conexion.org.bo

52 Including the radio channels: “Mineworkers Voice”, “Radio Reflection”, “Radio PIO XII”, “Radio Colquechaca”, and “Radio Atocha”.

as the Awashani⁴⁸ Pilot Project); the project “building relationships without violence”, where domestic violence is addressed as a public health issue, and the establishment of Children’s Centres to provide day-care for mineworkers’ children under the age of six⁴⁹.

Pedagogical approach

This training was based on the notion that knowledge and learning is connected to the human body and emotions. It does not focus on the intellect or on capacity to learn (i.e. good vs. bad learners; fast vs. slow learners etc.), but tries to incorporate emotions in the learning process, as a means of confronting how we see, do, and ultimately value learning. Actions involve emotions, bodies, corporal habits and internal capacities, as well as the “value” of these actions. The learning process also connects to “first being, then knowing/experiencing based on our being and finally doing.” This learning process can be associated with consciousness-raising, first coined by Kathie Sarachild (1968). Her consciousness raising approach also emphasizes an internal consciousness raising process, followed by public actions, included, but not limited to, the use of mass-media and self-help groups, as in this training.

This approach values women’s personal stories and lives in an initial process to empower and enhance consciousness. Therefore, the training took place behind “closed doors”, with only the facilitators and the women present in order to increase women’s confidence to speak in public and prepare for successive modules where public speeches in the local community and public events became part of their field exercises. The first two modules focused on exercises to “heal women’s wounds”, which can also be found at the heart of the feminist consciousness-raising process’ “healing ritual”⁵⁰.

Building on increased consciousness developed during Modules 1 and 2, practical interaction with the community was initiated during Module 3. The participants took part in reporting exercises in a public environment. Public speaking exercises continued through Modules 4-6, and included participation in Public Hearings, as well

48 “We are weaving”, in Quechua

49 http://dimacomibol.gob.bo/es/objetivos_actividades_inmediatos/objetivo_4

50 bell hooks (2000) p8 *Feminism is for everybody: passionate politics*, South End Press, Cambridge.

as participatory budget events and audits, at the end of the training process. This involved them both as community reporters and as women citizens entitled to make their voice heard. The intention was that women’s continued involvement in politics would lead to equitable and sustained development and greater gender equality.

Gender equality results and outcomes

DIMA-COMIBOL used a variety of methods connected to the logical framework matrix’s indicators, including questionnaires, interviews, focus groups, and the review of documentations and budgets, etc. It is important to highlight that the results included here are not a direct outcome only of the training sessions, but of the combined strategies used by DIMA-COMIBOL.

- Women participants were elected town councilwomen and local/community leaders. One became chairwomen of the Neighborhood Council.
- Local government budgets included a greater allocation for women’s needs and demands; the decisions of public hearings were converted into local policies and City Ordinances with budget allocations.
- The number of accountability events and audits related to women’s interests in the localities increased, such as the Municipal Public Hearings on Health, Intra-family Violence and Education, with an increased number of women participating (with a voice and capacity to influence).
- The Women Community Reporters’ Associations in Atocha signed a MoU with the Bolivian Association for Community Radios (APRAC) to broadcast a radio programme where they could speak about their needs and demands. They now have their own radio channel – “Voices from the South”, managed completely by the community reporters.
- A Women Community Reporters’ Association was established in each of the localities. These received financial support from CONEXION – Emancipation Found⁵¹ to strengthen their knowledge through an additional training module on broadcasting and radio communications.
- Various radio programmes were developed by the Women Community Reporters on issues such as health, violence, education, and women’s

political participation. These were broadcast by well-known radio stations in the mining areas⁵².

- Increased knowledge on gender equality amongst both women and men in the localities has been evident. This is reflected, for example, in men’s increased domestic/care-work, and women’s increased participation in activities in the public sphere.

Notable tools and methods

The training took on a participatory approach, trying to engage participants in physical activities, such as painting and dancing. Real life exercises were also included, such as visiting government entities, undertaking interviews and recording. The following table summarizes the tools and exercises included in each module.

TABLE 2
Training content

Module	Objectives	Exercises
Pre-module: Working with women’s internal resources	Identify individual issues that hinder women from participating and expressing themselves, and promote changes in their lives. Promote attitude change through exercises that improve women’s self-esteem and internal resources.	The women’s life map: participants painting their childhood, adolescence, and adult life; sharing their paintings with others and speaking about their experiences and the construction of gender. The mirror: Participants looking at themselves in a mirror to identify every line on their face, their expression, their eyes, in order to know themselves better. I will go on the path of my dreams: participants imagining their dream life.
Module 1: Introduction of basic gender and communication concepts; overview of government institutions in the local district	Identify, in a participatory manner, gender inequalities in the surroundings. Convey basic concepts of gender and gender equality by identifying social problems and understanding how participants’ can address these as Community Reporters. Identify institutions, responsible departments, and local authorities; the roles and responsibilities of each; and their channels of interaction with the community, to access information about gender inequalities and the obligations of these institutions in this regard.	Participants creating maps and paintings that express gender inequalities in different spheres and institutions. Visiting health centres, educational institutions, local government/authorities, legal services etc. within the community. Asking the staff responsible about gender indicators, e.g. “How is women’s health in the community? What is done to improve this?” Breathing exercises and tongue twisters, e.g. “a tiny tiger tied her tie tighter to tidy her tiny tail” to aid pronunciation. Spelling out exercises, where one word is chosen to be spelled out loud, e.g. participation: PAR-TI-CI-PA-TI-ON, to aid pronunciation. Participants speaking with a pen between their lips while reading and writing Holding and speaking with a microphone to understand how to use it and enabling participants to appreciate the strength of their voices. Practicing speaking to an audience.
Module 2: Inform participants about basic communication concepts and tools	Introduce concepts and tools related to communication, including how to use the radio, news, forums and interviews.	Presentations by facilitators: socio-drama theatre on communication. Communicating through radio exercises. Identifying articles/news and their different compositions in old local newspapers.

Module	Objectives	Exercises
Module 3: News announcements related to social issues (health, education, violence, alcohol, etc.)	Elaborate a news announcement (written and oral) related to identified social issues for presentation via radio and newspapers. Understand how to develop an announcement and report with a gender perspective.	Perform a play/theatre piece to practice the interview processes Gathering local tales and legends. Radio exercises to understand and use different tools (tape recorder, microphone, etc.), such as “my first interview” and “my first news announcement”.
Module 4: Radial for a (foros radiales) and local newspapers as tools to address social problems and gender inequality	Understand how to structure radio forums, why this structure is important, and appreciating their scope. Participants structure their radio programmes around women’s needs and demands. Participants develop radio forums related to their needs.	Exchange of knowledge with experts in radio forums. Exercises related to developing a radio forum, where the women chose a topic of concern (for example; healthcare, family planning, GBV, government budgets, employment opportunities), identify people involved in the topic, invite them to participate in the radio forum, develop guiding questions and lead the forum/discussion on the established day. Reporting in a public environment.
Module 5: Applying What We Learned – undertaking interviews, writing articles, and participating in public events (e.g. Public Hearings)	Women community reports gain the skills to enter and participate in public events (public hearings, audits, participatory budget events, etc.). The Women Community Reporters are able to communicate securely and directly with authorities and citizens in their localities.	Collecting and analysing statistical information and data related to gender equality and women’s empowerment that can feed into a radio programme/forum and/or interview. Field activities for direct participation in local public events.
Module 6: Advancing in What We Learned – deepening knowledge of communication tools and increasing participation in public spheres and government decision-making spaces	Improve participants’ skills for managing communications tools and radio instruments. Consolidate the Women Community Reporters’ integration and participation in local decision-making spheres. Establish local Women Community Reporters’ organizations for future actions.	Real-life participation and reporting exercises. The women exercised their role as Community Reporters and participated in local decision-making processes, such as Public Hearings related to Violence, Health and Education.

Challenges

Challenges	Strategies to overcome these challenges
<p>Persistent gender stereotypes and male-domination in mining areas, coupled with limited support for gender equality and understanding of gender issues within DIMA-COMIBOL as well as within local governments.</p>	<p>In-house liaisons with senior management and technical staff at DIMA-COMIBOL by the gender focal point increased awareness of gender equality. This also underscored the importance of complying with national regulations, including the Constitution and the Equal Opportunities Plan.</p> <p>Discussions with local governments on women's and men's roles and responsibilities and how these can negatively or positively influence the economic, social and political context in the mining areas, sensitised and raised awareness on gender equality and the importance of the training sessions. This resulted in local governments' openness and willingness to support implementation, including through financial resources from their Annual Operative Plan.</p> <p>The training was undertaken only with women, with the exception of a few young men in two localities, as it was believed that women's empowerment within a "women's only group" is preferred to "mixed groups" in male-dominated settings.</p>
<p>Women's double and sometimes triple working day could impede them from attending the training and follow-up activities.</p>	<p>The training sessions were spread out over various months during 2009 and 2010. The dates and times for the sessions were also adjusted to the participants' schedules journal and aimed at not increasing their workloads.</p>

MUPAN: GENDER, WATER AND ENVIRONMENTAL EDUCATION TRAINING

Region(s): South America	Country(ies): Brazil
Organisation(s): Mupan - Women from the Pantanal area in Action ⁷⁰ (abbreviation in Portuguese)	Type of Organisation: Non-Governmental Organisation
Timeframe / Duration: 6 months (180 hours)	Dates: 2013/2014
Participant profiles: 150 participants (women 76% and men 24%) in total, with 30 participants per online class (5 classes undertaken simultaneously) from different localities in Brazil (mostly the Mato Grosso do Sul region); secondary/university-level education	
Facilitator profiles: 1 female facilitator for the Training on Mainstreaming a Gender Perspective in Research, internal and regional UN-SWAP Coordinator (from Egypt); 3 female and 2 male internal trainers for the Training on Gender Statistics, all ESCWA officials with expertise in gender equality and gender statistics	
Funding Source: Bi-lateral and multilateral international donor (IUCN Committee of Netherlands, Wetlands International, Both ENDS)	Budget: USD 49,000 <ul style="list-style-type: none"> • Content design • Tutors' salaries • Face-to-face meeting between tutors and participants • Assessments/evaluations
Contact: Aurea Garcia aureasgarcia@gmail.com and mupan.mupan@gmail.com Web page: : www.mupan.webnode.com.br/forma%C3%A7%C3%A3o-de-multiplicadores ; www.mupan.webnode.com.br	

Overview

In 2007, Mupan, a small NGO in the Mato Grosso do Sul region of Brazil, undertook a study which highlighted women's low levels of participation in decision-making spaces, especially with regard to water management. In 2009, Mupan also implemented a project aimed at increasing women's participation in these spheres, focusing especially on housewives, local women leaders, and women working within the local health and education centers. Various workshops and meetings were held with local community leaders, students, teachers, and local government authorities. An online course focusing on gender, water, and environmental education was agreed upon as a way to help increase women's participation in water management and decision-making spheres. Carried out by Mupan in collaboration with the Federal University of Mato Grosso do Sul Brazil, this course included seven modules focusing on gender relations and equality in water management. Its main objectives were to:

- Increase women's participation in decision-making spaces concerning water management; and

- Promote gender equality and opportunities for women to participate in water management.

Political context and change project

Mupan stands for "Women from Pantanal in Action" (Portuguese abbreviation). It is a local women's organisation based in Campo Grande, the capital of Brazil's Mato Grosso do Sul region, where most of the "Pantanal" is located. This is the globe's largest tropical wetland, famous for its natural beauty, flora and fauna, and for being one of the world's "lungs". While most of the Pantanal is located in this region of Brazil, the area extends into Bolivia and Paraguay. Mupan was formally established as an NGO in 2000, with the aim to⁷¹:

Strengthen women's participation in environmental spheres and decision-making spaces, focusing especially on water management within the Pantanal area.

⁷⁰ *Mulheres em Ação no Pantanal*

⁷¹ <http://mupan.webnode.com.br/sobre-a-mupan/>

We are all part of a context and of our surroundings. We depend on the environment and natural resources. Any natural disaster will impact women first. For example, in relation to water, in our region there is still a rather good quantity of water, but the quality starts to become compromised. In some areas, water and the biodiversity are now compromised for the use of some people at the expense of others.

Áurea da Silva Garcia, Director, Mupan

Working in the specific context which the Pantanal presents, Mupan aims at promoting the incorporation of a gender perspective in environmental issues, especially in connection with water management. Academic research on the area has shown that women's participation and decision-making capacity in water management, as well as in the political sphere in Pantanal area, is low. Their involvement in local citizens' participation mechanisms is also limited. These are an important part of the Brazilian political context. In Latin America, the political environment is generally conducive to citizens' participation in planning and budgeting, as demonstrated in the case of Brazil's experience in participatory budgeting. This political scenario fosters sustained results connected to women's increased participation in water management decision-making spheres. Nonetheless, Mupan's Director, Áurea da Silva Garcia, notes that "sustained results from training take time and often need to be combined with other actions in the communities".

Hence, for Mupan it is particularly important to connect gender with environmental institutions at the governmental level. They work in collaboration with government actors, such as the regional Environmental Education Unit, the Water Resources Management Unit of the Environmental Institute of Mato Grosso do Sul, and the local government of the municipality of Ponta Porã. Involving these actors is fundamental for Mupan since it provides a possibility to influence public policies spaces, promote women's participation in these, and enhance citizens' participation in the water management cycle (from planning to the evaluation of public policies). Mupan also underscores the importance of the National Women's Machinery in terms of coordinating with government bodies responsible for environmental sustainability, so as to recognise the crucial interconnection between gender, water, and the environment.

Mupan's main partner and co-implementer of the course is the Federal University of Mato Grosso do Sul, Brazil, which has been involved in all stages of the

course. They are also a fundamental collaborator as the course is undertaken using their virtual learning system, already established and operative prior to the launch of course. The networks of Environmental Educators without Borders⁷² and the Research Group on Education and Environmental Management (CNPQ)⁷³ were also crucial supporters of the course. They sought to strengthen local environmental management in the region by providing expertise in the planning and implementation stage of the course. Other NGOs and networks were also important partners before, during, and after the course. They provided specific knowledge for several modules, arranged venues for the face-to-face meeting at the end of the course, and enabled the printing of materials, and the dissemination and evaluation of activities. These NGOs and networks included:

- The Brazilian Network of Water Resources Capacity Building (Cap-Net Brazil)
- Brazil's Neotrópica Foundation
- The NGO Ecoporã
- Aguapé Environmental Education Network for the Pantanal

Apart from the extensive human and financial resources secured through such collaborations, the course garnered support from international financial donors: the International Union for the Conservation of Nature and Natural Resources – The Netherlands; Wetlands; and Both ENDS. These supported the implementation of the course through financial resources, and resources for re-defining and printing the materials/manuals used in the course for future course launches. However, while the course has had high-profile supporters and collaborated with a diverse audience, Mupan's Director and main official responsible for the course, underlines that "financial resources are a necessity to expand the funds already available [...] with regard to gender [equality] in communities, so this issue attains increased and better acceptance [within these communities]". For Mupan, ensuring financial resources for continuing their work remains a challenge.

Mupan underscores the promotion of "feminine consciousness". It defines this as aiming to acknowledge and recognise women's role in society; and the

72 Grupo de Educadores Ambientais Sem Fronteiras

73 Grupo de pesquisa Educação e Gestão Ambiental

incorporation of a gender perspective into environmental issues by strengthening and fostering women's participation. They aspire to defend and protect the environment in the interests of sustainable development. They further work to promote the maintenance, restoration, and protection of nature, eco-systems, and associated surroundings. Mupan also seeks to disseminate concepts, methods, and project implementation management styles from a "gender and environment" perspective⁷⁴. This implies, for example, the need to take into consideration women and men's different roles and responsibilities with regard to water, and their relations with the environment and natural events.

Pedagogical approach

With a focus on gender in water management, the course's approach is termed "a political pedagogical project".

This recalls the approach outlined by Brazilian pedagogue, Paulo Freire in his work *Pedagogy of the Oppressed* (1968). Based on critical pedagogy, this argues for continuous inclusion, participation, and equality in all actions. As such, based on Freire (1993), the course highlights that:⁷⁵

- Instead of teachers, the course needed facilitators leading the discussion and debate. Instead of monologues, the course needed a constant dialogue between the subjects. Instead of students as passive people, the course needed participants engaged in a horizontal group discussion.⁷⁶

The Political Pedagogical Project GAEA is not designed as an authoritative manual, but rather as a condensed piece of work indicating educational principles and objectives, characterized by a collective and egalitarian management system, periodically reviewed and systematically (re) constructed. It seeks to attain the utopia of an "identity register?", in which the individuals [trainees/participants] see, monitor, and intervene in their own training process so that they can act according to their needs and dreams.

From Mupan's political pedagogical project

74 <http://mupan.webnode.com.br/sobre-a-mupan/>

75 PROJETO POLÍTICO PEDAGÓGICO MUPAN Primeira Revisão Março de 2014

76 PROJETO POLÍTICO PEDAGÓGICO MUPAN Primeira Revisão Março de 2014

Gender equality results and outcomes

To evaluate the results of this training, Mupan used a pre- and post-questionnaire. Participants were also invited to systematise their learning in the last module of the course. Evaluation revealed that participants were more knowledgeable about gender equality and recognised the importance of women's participation in water management. Many also continued their training in this subject, including via post-graduate studies in environmental management and gender. Other results include:

- Increased discussion on gender relations in participants' families and extended families, resulting in a greater sharing of domestic work between women and men, boys and girls.
- Enhanced participation by trainees in local decision-making spheres. In these contexts, they have argued for gender equality within water management; formulated projects from a gender perspective; and promoted gender equality within their institutions, most of which deal with water management issues.
- Increased participation of women in local councils in terms of water management discussions. However, it is necessary to mention that women's participation, voice and decision-making power in these spheres continues to be a challenge. Therefore, it is important to continue advocacy work and to continue implementing courses such as this training for gender equality and women's empowerment
- Greater recognition by local governments/authorities of the importance of women's participation and voice in water management.
- Interest from the Ministry of Education in terms of promoting and supporting the course.

Notable tools and methods

The virtual learning platform (Moodle) of the Federal University of Mato Grosso do Sul was used for this course. Methods employed included virtual sessions/lectures, discussion forums, reading and audiovisual materials, and a chat facility promoting exchange and interaction between participants and tutors. Additionally, "reflection-action-reflection" activities and assignments were used, where participants

interacted with their community in order to connect theory and practice. These implied that the participants first reflect upon reading assignments and contents, and then implement an action in their

local context related to this initial reflection. Finally, they carry out an analysis of what they learnt from the action and how this relates back to their initial reflection.

Module	Objective	Exercises and material used
Module 1: Distance Education (15 hours)	Enhancing participants' knowledge of distance learning and the course's platform (Moodle) Offering specific technical support Introducing the coordinator, tutors, and fellow participants	<ul style="list-style-type: none"> • Activities to get to know the platform, coordinator, tutors, and fellow participants Reading material: <ul style="list-style-type: none"> • Pedagogical Political Project • Distance Education: concepts and history in Brazil and the world
Module 2: Education as a means of increasing participation in society (30 hours)	Understanding basic communications concepts related to women's participation, i.e. to influence and generate positive impacts in communities that work with gender and water in the Mato Grosso do Sul region	<ul style="list-style-type: none"> • Review of social values connected to justice, ethics, coexistence, democracy, etc. • Readings, videos, discussions forums, reflection-action-reflection activities Reading material: <ul style="list-style-type: none"> • Edu-communication: autonomy, citizenship and happiness: reflections • Eco communicators Pantanal - Serra da Bodoquena
Module 3: Legal framework on water resources and participation/ decision-making (30 hours)	Enhancing participants' knowledge of public policy on water management at the national level and in the Mato Grosso do Sul region Seeking to apply mechanisms for citizens' participation and control of water resources	<ul style="list-style-type: none"> • Readings, videos, reflection-action-reflection activities, discussion forums, file uploads of homework Reading material: <ul style="list-style-type: none"> • The legal framework concerning water resources and participation /decision-making, including decisions to care for water • Water resource management in Mato Grosso do Sul
Module 4: Environmental Education, Public Policy and Participation (30 hours)	Understanding the interrelation between environmental education, public policy, and participation, with the aim of increasing social control and participation in public policy making processes in local communities	<ul style="list-style-type: none"> • Reading, videos, reflection-action activities, discussion forums, file uploads Reading material: <ul style="list-style-type: none"> • Environmental education, public policy and participation • The making of state policies related to environmental education
Module 5: Environmental education for collective organizations (30 hours)	Presenting possibilities for organization and participation in local collectives, so as to influence water management from a gender perspective	<ul style="list-style-type: none"> • Reading, videos, reflection-action activities, discussion forums, file uploads, and a questionnaire Reading material: <ul style="list-style-type: none"> • Collective Educator: demystifying the way • Brazilian and Paraguayan educators manage waters supplies on the border of the River Apa • Environmental education in Ecoparque Cacimba
Module 6: Gender Mainstreaming, focusing specifically on the above mentioned areas (30 hours)	Introducing the issue of gender and its relation with public policies and water management Highlighting the importance of women's participation and voice in all decision-making processes Understanding the importance of civic participation/engagement and social control	<ul style="list-style-type: none"> • Reading, videos, reflection-action activities, discussion forums, and file uploads Reading material: <ul style="list-style-type: none"> • Why water, gender and environmental education? • Gender, feminism and the environment • Teaching and research in the fields of sexuality and gender: the desire to "unsee" the world • Support material: Gender and Water 1, Gender and Water 2, Gender and Water 3 and Gender and Water 4

Module	Objective	Exercises and material used
Module 7: Systematization of knowledge on gender, water and environmental education (15 hours)	Systematising participants' experiences from their interactions with the community Understanding the importance of systematisations as a means of managing knowledge	<ul style="list-style-type: none"> The participants report on a specific activity developed in their community related to gender and water management. This report was not as rigorous as most research at the university level, instead it aimed more broadly at systematising participants' experiences and results. Structural module to create short stories

The course also included a face-to-face meeting in Matto Grosso do Sul's capital city, Campo Grande, at the end of the course. While all participants were invited to attend, only those who had completed 75% of the course and had obtained a satisfactory grade obtained financial support to enable their attendance. This meeting lasted for two days and aimed at exchanging experiences and building

networks. During the meeting, participants presented the systematisation of their experiences and reported on their interactions with their communities. The gathering sought to increase participants' feeling of belonging, the development of a network between them, and provide an opportunity to collectively evaluate the course according to its guiding participatory principals.

Challenges

Challenges	Strategies to overcome these challenges
Women's increased participation and decision-making capacity in water management continues to be a challenge in what is still a male dominated sphere.	The involvement of both women and men in the course helped to establish men as allies for gender equality in water management. Although this was an aim of course aim, however, only 24% of participants were men.

ESCWA: TRAINING AND CAPACITY DEVELOPMENT ON GENDER EQUALITY

Region(s): Western Asia, Middle East, North Africa	Country(ies): Lebanon (ESCWA's membership also includes Bahrain, Egypt, Islamic Republic of Mauritania, Iraq, Jordan, Kuwait, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, UAE, and Yemen)
Organisation(s): Economic and Social Commission for Western Asia (ESCWA)	Type of Organisation: UN organisation
Timeframe / Duration: 4 days/8 hours (Training on Mainstreaming a Gender Perspective in Research); 3 days/9 hours (Training on Gender Statistics)	Dates: 16th - 21st October, 2014 (Training on Mainstreaming a Gender Perspective in Research); 24th - 26th June, 2015 (Training on Gender Statistics)
Participant profiles: 12 participants, 60% women and 40% men (Training on Mainstreaming a Gender Perspective in Research) and 14 participants, 70% women and 30% men (Training on Gender Statistics); all ESCWA Gender Focal Points with university-level education	
Facilitator profiles: 1 female facilitator for the Training on Mainstreaming a Gender Perspective in Research, internal and regional UN-SWAP Coordinator (from Egypt); 3 female and 2 male internal trainers for the Training on Gender Statistics, all ESCWA officials with expertise in gender equality and gender statistics	
Funding Source: ESCWA (internal funding)	Budget: (All costs drawn from the facilitators' salaries as ESCWA officials/their department budgets) Design and delivery of two training packages Salary of trainers Internal conference space Training materials
Contact: Mehrinaz El-Adawy, Senior UN-SWAP Coordinator, ESCWA elawady@un.org Web page: http://www.escwa.un.org/	

Overview

The Economic and Social Commission for Western Asia (ESCWA) carried out two in-house training initiatives in 2014 and 2015 for its Gender Focal Points,⁵³ with a view to enhancing their knowledge and capacities in the field of gender mainstreaming. Both interventions were undertaken in response to internal capacity assessment surveys, which helped to pinpoint areas in which ESCWA staff required further support to “mainstream gender” in their work. The first training, in October 2014, was on “Mainstreaming a Gender Perspective in Research”. It aimed to enhance Gender Focal Points’ understandings of how to integrate a gender perspective in research, and to strengthen their abilities to support

their Divisions in doing so within their research outputs. The second training, on “Gender Statistics”, was undertaken in June 2015 to address a lack of knowledge identified in this sphere among the organisation’s staff. Its purpose was to increase Gender Focal Points’ understanding of gender statistics and familiarise them with tools to support their Divisions’ work.

The training contributes to debates surrounding training for gender equality, particularly as a case where senior management support was central to the design and delivery of successive training initiatives. It also raises interesting questions with respect to training and cultural sensitivity.

53 Networks of Gender Focal Points exist in virtually every UN organisation. In the context of ESCWA, they exist in each of the organisation’s Divisions. They are conceived of as change agents who advocate for increased attention to, and integration of, gender equality and women’s empowerment in their agency’s policy and programming, and in the work of development partners.

Political context and change project

The Economic and Social Commission for Western Asia (ESCWA) is a United Nations regional commission based in Beirut, Lebanon. Its overall objectives are to foster development through “effective economic and social policies and enhanced cooperation among

its member countries.”⁵⁴ The research output of its Divisions is geared towards influencing policymaking in the region, with the goal of “facilitating a transformative path towards sustainable development.”⁵⁵ ESCWA, like all UN agencies, also has an obligation to “ensure that a gender perspective is reflected in all [...] organizational practices, policies and programmes.”⁵⁶ The United Nations System Wide Action Plan (UN-SWAP) on Gender Equality and the Empowerment of Women, and the Chief Executive Board’s policy on which it is based, commits all UN entities to the “implementation of the gender mainstreaming strategy adopted by the Economic and Social Council in its agreed conclusions 1997/2”⁵⁷ ECOSOC’s definition of gender mainstreaming describes it as “a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of [all] policies and programmes”.

ESCWA’s “Policy on Gender Equality and the Empowerment of Women” (2014-2018) further states that “specialized training packages will be developed [...] to train staff on technical aspects of gender mainstreaming in their substantive work areas.”⁵⁸ In 2011, ESCWA was one of the original eight UN entities, and the only regional commission, which piloted the UN-SWAP.⁵⁹ When reporting its performance on gender equality against the Action Plan’s 15 Performance Indicators⁶⁰, ESCWA’s 2013 UN-SWAP progress report⁶¹ highlighted capacity development as an area which would benefit from further attention. In response, the organisation undertook its first online assessment survey in 2013 to evaluate staff knowledge and capacity in the fields of gender mainstreaming and gender analysis. Key gaps in knowledge were identified, including among the organisation’s Gender Focal Points. These were highlighted in ESCWA’s 2014 White Paper on

“Mainstreaming a Gender Perspective in Research”,⁶² which determined that a lack of staff knowledge on gender equality challenged the mainstreaming process. It argued that the integration of a gender perspective would be beneficial for ESCWA’s research, by facilitating understandings of studied issues; shaping the outcomes of research studies; and enhancing policy development in the region, so as to ensure that women and men equally influence and benefit from research. As a first step, ESCWA developed a tailor-made training module for Gender Focal Points, to enhance their understanding and abilities to facilitate ESCWA’s integration of a gender perspective in its research on economic and social development in the Arab region. Following this training, ESCWA maintained efforts to bolster staff capacity on gender issues. In 2015, it conducted a second capacity assessment survey, revealing limited knowledge on gender statistics. Another training intervention was designed and delivered later in the year to address this.

A conducive institutional context has been central to these initiatives. In addition to ESCWA’s policy commitments, its senior management has been supportive of its UN-SWAP implementation and corresponding trainings for gender equality. For instance, in 2014 ESCWA’s Executive Secretary appointed a senior official as full-time UN-SWAP Coordinator, with responsibilities exclusively pertaining to gender mainstreaming. This official dedicates her time to supporting mainstreaming measures across the organisation’s divisions, including training.⁶³ Despite the challenges posed by the fact that no extra budget was allocated for training, the designation of funds for a full-time UN-SWAP Coordinator reflects a level of management support for gender equality goals.⁶⁴ Furthermore, funds appear to have been assigned by ESCWA to other activities connected with training for gender equality. For instance, three ESCWA Gender Focal Points participated the UN Women Training Centre and ITC-ILO “Blended Course on Gender Equality for UN System Gender Focal Points” in 2015 (please see the corresponding chapter for more information on the course). This course requires trainees or their UN agencies to pay a fee of EUR 2,900 for each participant they enrol, with a 50% reduction from the third participant onwards. The fact that ESCWA sponsored its officials to participate in the course suggests that budget allocations are being made to match ESCWA’s policy commitments on gender issues.

It is also important to take stock of the broader political background against which ESCWA’s trainings took place. The organisation operates in the Middle East and North Africa, where conceptions of gender equality are highly varied and influenced by specific cultural considerations, including religion. In terms of legal frameworks, all countries in the region with the exception of Sudan and Somalia have ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). However, several have “established reservations to some of the

54 As of October 2015, ESCWA’s 18 member states are: Bahrain, Egypt, Islamic Republic of Mauritania, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, UAE, and Yemen

55 ESCWA White Paper on “Mainstreaming a Gender Perspective in Research”.

56 https://www.unsceb.org/CEBPublicFiles/press/UN_system_wide_P_S_CEB_Statement_2006_o.pdf

57 https://www.unsceb.org/CEBPublicFiles/press/UN_system_wide_P_S_CEB_Statement_2006_o.pdf

58 http://www.escwa.un.org/about/editors/Download.asp?table_name=about_swap&field_name=id&FileID=14 p. 6

59 <http://www.unwomen.org/~media/headquarters/attachments/sections/how%20we%20work/unsystemcoordination/draft-roll-out-strategy-un-swap.pdf>

60 The UN Swap defines, monitors, and drives progress towards a common set of standards to which to aspire and adhere for the achievement of gender equality and the empowerment of women (<http://www.unwomen.org/~media/Headquarters/Media/Stories/en/unswap-brochure.pdf>). For more see: <http://www.unwomen.org/~media/Headquarters/Attachments/Sections/How%20We%20Work/UNSystemCoordination/UN-SWAP-Framework-Dec-2012.pdf>

61 http://www.escwa.un.org/about/editors/Download.asp?table_name=about_swap&field_name=id&FileID=6

62 http://www.escwa.un.org/information/publications/edit/upload/E_ESCWA_OES_14_TP-1_E.pdf

63 http://www.escwa.un.org/about/editors/Download.asp?table_name=about_swap&field_name=id&FileID=14 p. 5

64 However, it is worth noting that other regional commissions, such as the Economic Commission for Latin America and the Caribbean, has an entire unit devoted to gender.

main provisions of the convention” and domestic laws in the region “are not always consistent with the gender equality principles set by international law”.⁶⁵ In terms of their perceptions of gender equality, the countries and societies of the Middle East and North Africa vary greatly. They are influenced by diverse schools of thought, from religious conservatism to secular feminism, Islamic feminism, and nationalism, while a host of political, economic and socio-cultural factors also add to the complexity of regional perceptions, such as the recurrent tendency for both men and women to equate masculine identity with patriarchy.⁶⁶ The trainings’ approach sought to pay attention to cultural specificities in the Middle East and North Africa (as explored below), particularly in terms of how these may differ from international conceptualisations.

Pedagogical approach

The approach adopted recognised that a single model of training cannot be used for all. As such, trainings were tailored for the needs of the participants in question, based on the analysis of ESCWA’s 2013 and 2015 capacity assessments. Based on these surveys, as well as formal and informal discussions between the Senior UN-SWAP Coordinator and ESCWA’s Gender Focal Points, the training content was customised to the participants’ needs and specific context. This participatory approach was replicated in the case of the 2015 training on gender statistics, which was designed in collaboration with ESCWA’s Statistics Divisions to ensure contextual expertise. Statistical experts co-facilitated the sessions alongside the UN-SWAP Coordinator.

The background of the UN-SWAP Coordinator, who designed and led the trainings, was also significant for the approach adopted. As an Egyptian gender expert who has worked extensively in the Arab region, her knowledge of culturally specific understandings of gender equality informed the training’s approach. For instance, she made reference to an Arab perception survey conducted in the Middle East in which the majority of female respondents revealed that they did not see the veil as a symbol of gender inequality, but simply as a characteristic of their traditional attire. She noted that if such issues are not regarded as an obstacle to equality by individuals – particularly women – in the region, the focus of training to mainstream a gender perspective in research should not be to impose a rigid view of equality. Rather, training should acknowledge and work with cultural particularities in moving towards greater gender equality and equity.

Gender equality results and outcomes

Comparison of the 2013 and 2015 staff capacity assessments revealed an enhancement of participants’ knowledge on integrating a gender perspective in research. They reported the

65 OECD/Center of Arab Woman for Training and Research (2014) *Women in Public Life Gender, Law and Policy in the Middle East and North Africa*, p. 13

66 <https://www.american.edu/sis/practica/upload/Bachman-Freedom-House-MENA-group-Report.pdf>

integration of gender equality issues in their work and the research outputs of their Divisions. Similarly, they reported that the knowledge acquired through both the 2014 training and the 2015 intervention on gender statistics is being employed in their daily work and transferred on-the-job to colleagues in their respective Divisions. Even in areas defined by ESCWA as “hard” sectors, such as economics, recent publications have demonstrated greater concern with gender issues. For example, the 2015 flagship publication by the Economic Development and Integration Division, *Survey of Economic and Social Developments in the Arab Region 2014-2015*, refers to the issue of the gender gap in the region for the very first time.⁶⁷

Several Gender Focal Points who participated in the trainings were able and willing to follow-up on the request to disseminate the knowledge they had gained throughout their Divisions. For example, after the first training, the Gender Focal Point of the Social Development Division regularly provided information and assistance to colleagues, such as on the application of ESCWA’s White Paper on integrating a gender perspective in research. Each Section of this Division has identified its own “sub”-Focal Point to ease communication and knowledge transfer between the Division’s Gender Focal Point and their individual Sections. This has facilitated the institutionalisation of knowledge on gender equality in the Division’s work.

However, this cannot be attributed to training alone. A host of elements – including training – combined to enable the Division’s integration of gender issues in its work. Significantly, the Division’s Director is notably supportive of efforts to mainstream gender, and has encouraged the Division’s Gender Focal Point to carry out her Focal Point tasks. This underscores the importance of management support for training outcomes. It further appears that gender mainstreaming has become more institutionalised, and a greater part of the discussion concerning ESCWA outputs overall. For instance, a training manual on “gender sensitive”⁶⁸ language was developed to provide guidance on using such language in research.⁶⁹

Notable tools and methods

To make sure the training was as relevant as possible for participants, practical examples were drawn from ESCWA’s own work. These made gender equality concepts and approaches easier for

67 ESCWA (2015) *Survey of Economic and Social Developments in the Arab Region 2014-2015: Summary*. Beirut: ESCWA. Available online: http://www.escwa.un.org/information/publications/edit/upload/E_ESCWA_EDID_15_2_SUMMARY_E.pdf

68 In the context of this document, such language is defined as “bias-free language” that is not “sex-specific” and avoids “potentially discriminatory expressions”. Its use is upheld on the understanding that “gender-biased terminology influences attitudes and expectations and could, in the mind of the reader, relegate women to the background or help extending the survival of a stereotyped view of masculine and feminine roles.”

69 <http://www.escwa.un.org/information/conference/1400199.pdf>

trainees to understand and relate to. For instance, examples from both “soft” sectors, such as social affairs, and “hard” sectors, such as energy or transportation, were employed to illustrate that the integration of gender is not limited to so-called “soft” sectors.

Methods used centred on interactive, participatory exercises, selected to help the participants learn through discussion, dialogue, and critical reflection, as outlined in the examples below.

Exercises on integrating a gender perspective in research		
<p>Participants discuss a list of research areas on conflict and post-conflict settings that a sample research project plans to cover, e.g. violence; food supplies; humanitarian aid; peace-building negotiations, etc. As a group, they reflect on how a gender perspective could be taken into consideration for each area. Based on their brainstorming, they jointly complete a written table on this subject.</p>		
<p>Participants are asked to complete a “24-hour worksheet”, comparing an average day in the life of a man, and of a woman, in the Arab region. They analyse the different activities which the man and woman engage in and discuss which ones are “reproductive”, “productive”, “community-related”, or “political”. At the end of the exercise, they are able to compare how these determinations overlap.</p>		
Session	Objective(s)	Exercises/Content
“Mainstreaming a Gender Perspective in Research” Training (October 2014)		
Session 1	Reviewing basic gender concepts; understanding gender sensitive research and its relevance for ESCWA’s work	<ul style="list-style-type: none"> • Discussing basic concepts, e.g. gender equality, gender analysis • Comparing definitions of “gender mainstreaming” • Discussing the UN mandate to integrate a gender perspective and the need to do so in all areas/levels of ESCWA’s work • Discussing the differences between gender sensitive, gender blind, and gender neutral research • Practical examples of how gender blind research can lead to gender blind policies with negative effects • Practical examples of elements to help sensitise research
Session 2	Learning how to develop gender sensitive methodology	<ul style="list-style-type: none"> • Exercise on gender sensitive research questions & methodologies • Discussing secondary sources that integrate a gender perspective • Examining the pros and cons of qualitative, quantitative, and diversified research methods from a gender perspective • Examples of ESCWA’s research to show how a gender perspective may be integrated in areas like energy, water, economics
Session 3	Learning about data analysis from a gender perspective; understanding gender sensitive policy recommendations	<ul style="list-style-type: none"> • Discussing examples of gender blind & gender sensitive research • Group work to analyse data from a gender blind and a gender sensitive standpoint so as to compare the approaches • Discussing design of gender sensitive policy recommendations in the spheres of trade, subsidies, and migration
Session 4	Practicing how to develop gender sensitive research projects	<ul style="list-style-type: none"> • Group exercise to develop a gender sensitive research project • Exercise to design 3 sample projects and research questions, on: <ul style="list-style-type: none"> • The impacts of floods on women and men; • Technology for food security in subsistence communities, given how food insecurity affects men and women differently • Renewable energy applications’ impact on women/men
“Gender Statistics” Training (June 2015)		
Session 1	Understanding gender statistics	<ul style="list-style-type: none"> • Exercises to learn how to distinguish between gender statistics and sex disaggregated data
Session 2	Reflecting on different data sources	<ul style="list-style-type: none"> • Analysing the pros/cons of data sources on gender statistics, e.g. global sources; those produced by ESCWA’s Statistics Division

Session	Objective(s)	Exercises/Content
Session 3	Reviewing the contribution of gender statistics to policy	<ul style="list-style-type: none"> Exercises to demonstrate how gender statistics can: <ul style="list-style-type: none"> raise awareness and help eliminate gender stereotypes; monitor and evaluate change; and guide policy making towards greater gender equality
Session 4	Understanding gender indicators	<ul style="list-style-type: none"> Examining the functions of “indicators” in general and “gender indicators” in particular
Session 5	Analysing population sex ratios for	<ul style="list-style-type: none"> Reflecting on population sex ratios Exercises on how to detect possible gender ‘biases’ in measurements due to discrimination against women and girls
Session 6	Understanding statistical visualisation	<ul style="list-style-type: none"> Learning how to convey messages via a “statistical story” Analysing the “do’s and don’ts” of statistical visualization and specific visualization techniques (e.g. tables/charts, maps)

Challenges

Challenges	Strategies to overcome these challenges
Resistance was experienced from certain “hard” sectors such as energy or transportation, which did not fully appreciate the relevance of gender issues to their work.	The trainings included examples from “hard” sectors to illustrate how and why gender is relevant to their research. The use of sector-specific and practically applicable examples helped to attune trainees to the importance of integrating a gender perspective, the benefits of doing so, and how to go about this in their work.
	The UN-SWAP Coordinator engaged in discussions with participants and other staff members both prior to and after the training. This engagement facilitated understanding of their concerns, helped to pinpoint the best methods of responding to resistance, and assured them that their points of view were being taken seriously. As a result, Divisions which had paid little attention to gender concerns in the past began to appreciate the relevance of gender equality issues.

A NOTE ON PROMUNDO

As three distinct practices by Promundo are included in this Compendium, a discussion of the organisation's overall mission, theory of change, and key tools is included here. Promundo is an international non-governmental organisation, currently working in over 25 countries⁷⁷ to transform harmful gender norms and unequal power dynamics. It is guided by a mission to “promote gender equality and prevent violence by engaging men and boys in partnership with women and girls”.⁷⁸

“Promundo’s definite strength is that we’ve been working in the field of men and masculinities for a long time. We have been one of the main thought-leaders in terms of where this field has been, where it is now, and where it’s going. We provide strong theoretical frameworks on how to approach working with men and boys; we conduct research; [... and] we have a lot of programmatic experience [...] We bring in that global perspective, which is why I think UN agencies seek Promundo out.”

Jane Kato-Wallace
Senior Programme Officer, Promundo-US

Promundo’s work on gender equality concentrates on: fatherhood and caregiving; conflict and security; economic justice; preventing violence; youth and equality; and research for action. In each area, Promundo applies gender-transformative approaches to bring about change (or transformation) in inequitable gender roles. The organisation recognizes that working with such approaches implies combining a variety of strategies, including (but not limited to) training; mobilization; community outreach; and mass-media campaigns. Promundo, therefore, seeks to accompany training with other strategies, rather than undertaking it in isolation. Their trainings are guided by the organisation’s to “do no harm”⁷⁹, i.e. to ensure that its interventions do not have a negative impact. Their work also aims to influence policies and laws to advance changes towards greater gender equality. In their endeavours, they consider it essential to engage and partner with stakeholders from a range of sectors.

77 <http://promundoglobal.org/about/> and <http://promundoglobal.org/about/teams/?offices=#>

78 For further information on Promundo’s activities, please see: <http://promundoglobal.org/about/interactive-map/>

79 Interview with Promundo Programme Officer

Pedagogical approach

Framing Promundo’s overall pedagogical approach is the concept of “gender consciousness”. This draws on the theory of “critical consciousness” or “conscientization” developed by Brazilian educational theorist Paulo Freire (1970), concerning the capacity of individuals to reflect on the world and choose a course of future action informed and empowered by this critical reflection. Promundo holds that:

- Reflecting critically on the history of cultural conditions and class structures that support and frame experiences of gender inequality can help to promote personal growth, political awareness, and activism that in turn can create the conditions to achieve greater social and gender justice.⁸⁰

For Promundo, gender is a relational concept, i.e. it is expressed and produced through continual negotiations and interaction, and of diversity as a cross-cutting theme inseparable from gender. It champions approaches which “examine, question, and change rigid gender norms and imbalance[s] of power as a means of reaching gender equity objectives”⁸¹. These include “gender transformative” or “gender synchronized approaches”, which centre on “reaching both men and boys and women and girls” to engage them in “challenging harmful and restrictive constructions of masculinity and femininity that drive gender-related vulnerabilities and inequalities and hinder health and well-being.”⁸²

80 Promundo, Instituto PAPAI, Salud y Género and ECOS (2013) **PROGRAM HMD: A TOOLKIT FOR ACTION. ENGAGING YOUTH TO ACHIEVE GENDER EQUITY**. Promundo: Rio de Janeiro, Brazil and Washington, DC, USA, pp. 2. Available: <http://promundo.org.br/wp-content/uploads/2015/01/Program-HMD-Toolkit-for-Action.pdf>

81 Ibid.

82 M.E. Greene and A. Levack (2010) *Synchronizing Gender Strategies A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations*. Interagency Gender Working Group (IGWG). Available: www.prb.org/igwg_media/synchronizing-gender-strategies.pdf

Notable tools

Promundo's training initiatives are guided by its foremost tools, Programs H, M, and D, internationally recognised instruments in gender transformative programming.

Tool	Description
Program H ("H" for homem [man] in Portuguese/ hombre in Spanish)	<ul style="list-style-type: none"> • Promotes critical dialogue and reflection on gender norms for men (15-24). • Questions men's use of violence and encourages their participation in caregiving and household tasks, so as to change inequitable norms related to masculinity. • Developed in 2002 by Promundo and its partners (Brazil's Instituto Papai and ECOS, and Mexico's Salud y Genero), it has been implemented and adapted in over 20 countries in South and South-east Asia, the Balkans, Latin America and the Caribbean, the US, and sub-Saharan Africa. • It is recognised by UNFPA, World Bank, UNICEF, UNDP, and WHO as a promising practice for promoting gender equality and reducing gender-based violence. • Includes 70 exercises/activities and one related video: Once upon a boy
Program M ("M" for mulheres [women] in Portuguese/ mujeres in Spanish)	Engages young women in a similar critical reflection on gender norms. Promotes their empowerment and citizenship via work on gender identity, relationships, caregiving, health, and civic engagement. Includes a total of 30 exercises/activities and one related video: Once upon a girl
Program D ("D" for diversity)	<ul style="list-style-type: none"> • Recognises as a cross-cutting theme the importance of promoting respect for diversity (of sexual orientation, race, ethnicity, age, etc.). • Highlights the need to confront homophobia, which is frequently embedded in attitudes linked to harmful gender norms. • Related video: Afraid of What?

PROMUNDO: PORTAL FOR GENDER EQUALITY IN SCHOOLS (PEGE - PORTAL EQUIDADE DE GÊNERO NAS ESCOLAS)⁸³

Region(s): South America	Country(ies): Brazil
Organisation(s): Promundo	Type of Organisation: International Non-Governmental Organisation
Timeframe / Duration: Between 4 and 7 months depending on region; 90 hours of total dedication	Dates: Ongoing online-training since 2011
Participant profiles: Male and female teachers from Brazilian public schools (most participants have been women) with university degrees in Education, and a maximum of 50 participants per class	
Facilitator profiles: 2 per course/class (all women); national (Brazilian) members of a multi-disciplinary team, including experienced teachers, NGO professionals, gender and sexuality experts	
Funding Source: Private international funding (Nike Foundation amongst others)	Budget: USD 500,000 <ul style="list-style-type: none"> • Online learning platform (most costly component) • Tutors' salaries • Assessments/evaluations of changes in attitudes, capacities and practices. • In-person meetings
Contact: Danielle Lopes and Vanessa Fonseca pege@promundo.org.br and/or contact@promundoglobal.org	
Web page: www.pege.org.br , www.promundo.org.br and www.promundoglobal.org	

Overview

In Brazil, Promundo's work has concentrated on engaging youth (both women and men) from low-income areas to promote gender equality. Both external and internal programme evaluations revealed efficiency and effectiveness in their work towards engaging youth to create positive change towards gender equality, as well as initiatives carried out in schools. Building on these findings, Promundo started working to concertedly enhance gender equality in Brazilian public schools, in collaboration with education professionals. In 2010/2011, the Portal for Gender Equality in Schools was designed by pedagogy specialists and gender experts, in coordination and collaboration with key governmental actors and education representatives, to promote gender equitable attitudes and behaviours, as well as

sexual and reproductive health education, in public schools. The platform design was also informed by other virtual learning environments, interviews with key informants from the Department of Education of the State of Bahia (with whom the first pilot sessions were held), as well as focus groups with teachers in two Brazilian cities (Salvador and Rio de Janeiro).

The main financial support for developing and implementing the course has been external, including from private donors such as the NIKE Foundation and PLAN International. Depending on the region and the teachers interested in training, agreements have been signed with various partners to finance different course components. As such, each course is financed in part by a variety of donors whose contributions add up to the total economic resources needed for course implementation.

The Portal has followed different specific steps for improvements and adaptations:

- **Step 1:** Discuss with partners and educators their main demands and needs;

⁸³ Please note that the interview for this good practice was undertaken in Spanish and translated/adapted to English by the research team

- **Step 2:** Analyse cultural differences, especially concerning sexuality, homophobia and violence;
- **Step 3:** Determine the time which educators have available for the course, considering their professional (and private) obligations;
- **Step 4:** Study the virtual platform and how classes and other tools are working and interacting. Currently the course offers many interactive tools which require a fast internet connection. PDF versions and/or other adaptations may be needed according to the regional context (rural, remote, urban etc.);
- **Step 5:** Adjust each module of the course according to the findings of the previous steps;
- **Step 6:** Undertake a pilot with partners and/or with teachers willing to participate;
- **Step 7:** Make necessary adjustments based on the assessment of Step 6 and launch the course.

Political context and change project

The Portal for Gender Equality in Schools has been developed within the specific political, cultural and social context of Brazil. When the course began, the political context was predominantly conducive to producing favourable outcomes. The Five Year Plan on Education included gender equality as well as sexual and reproductive health rights as fundamental concerns for school curricula. Teaching materials concerning gender inequalities, gender roles and relations, and sexual and reproductive health rights, including HIV/AIDS, were developed and disseminated in schools. These materials were further approved as part of official public school curricula. Within this scenario, Promundo's overall work also influenced school curricula in a positive manner, including gender equality in schools at a local level. For the first edition of the course (in total, four editions have been undertaken to date), in the Salvador region, the political framework also provided the possibility for teachers to demand a pay rise once they obtained their course certification.

However, recent changes in Brazil's educational political project pose challenges for Promundo's work in schools. The current Conservative Congress has prohibited the aforementioned material, and the development of the new National Year Education Plan (adopted in 2014)

deliberately excludes a gender perspective, arguing that: "we do not want to make Brazilian children homosexual". Their strong conservative stance, based on Catholic religious arguments, has impacted the political scenario. This has generated confrontation between governmental and civil society actors, a scenario to which the implementation and sustainability of Promundo's online course is connected. As a civil society actor, Promundo is involved, together with other organisations in Brazil, in advocacy work and liaisons with governments at different levels to try to change this scenario.

One way Promundo-Brazil has addressed this, in addition to advocacy work, is by continuing its collaboration with local governmental actors. This has been possible as Brazil's federal democracy offers them space for some level of autonomous decision-making. In this regard, specific Action Plans for schools in the Salvador region have been produced and implemented by teachers who participated in the course. Regional educational departments in different regions of Brazil also continue to show interest in the course. So have other countries, including El Salvador and states in the Balkans.

Another major challenge for the course, connected to the political scenario, has been sustainable financial resources. The Brazilian government (both at the national and local levels) has shown resistance to financing external social projects not driven by the government itself. Brazil, classified by the World Bank as a higher middle income country, is furthermore not a priority country for international donors and aid funding. Most funds have, until now, been received from international private donors, including the Nike Foundation and recently PLAN International Brazil. An alternative strategy discussed by the Promundo team leading the online course, apart from private donations, is the establishment of a participants' fee to ensure the course's continued implementation and sustainability. Another means discussed to confront both these challenges is partnering with a university. It is believed such a partnership could provide greater credibility for the course, as the curriculum would be validated by the Ministry of Education. This could increase interest in course enrolment, since a university certificate would be obtained upon completion of the course, thus adding more value to teachers' credentials than a course certification from an NGO. In these ways, such a partnership could contribute to the course's consolidation and sustainability.

It is, furthermore, important to underline that the Brazilian education system and learning methods still emphasise an environment of discipline and order. Classes are taught in a traditional, authoritative manner, rather than in ways intended to stimulate creativity and discussions between students and teachers. Gender training is not part of the education of school teachers, although UNESCO (2003/2004, 2010)⁸⁴ has argued such training should be a prerequisite in teachers' education. Furthermore, sexuality and diversity in public schools have and continue to be seen as a taboo subject in conservative or religious spheres of Brazilian society.

Promundo's definitions of Gender Specificity and Gender Equity (taken from Toolkit Program H)

Gender specificity	Engaging boys to discuss and reflect about gender inequities, to reflect about the ways that women have often been at a disadvantage and have often been expected to take responsibility for child care, sexual and reproductive health matters and domestic tasks.
Gender equity	Looking at the specific needs that boys have in terms of their health and development because of the way they are socialized. This means, for example, engaging boys in discussions about substance use or risky behaviour and helping them understand why they may feel pressured to behave in certain ways.

In line with Promundo's work on gender equality via gender transformative approaches, in the context of which training is accompanied by other strategies, the organisation considers it essential to engage and partner with various stakeholders, including governmental actors, schools and religious groups in their work towards change. Promundo also regards various changes/transformation as necessary at various levels of society, targeting individuals, organizations, communities, and institutions. What then, in more specific terms, do they aim to change with this online course? This course builds on the notion that gender inequalities and harmful gender norms are produced and reproduced within schools and educational

environments. As highlighted by Connell (2010)⁸⁵ and Levtoy (2014)⁸⁶, teachers' attitudes and behaviours, school curricula, materials, and pedagogical practices can reproduce gender inequalities. Thus, pedagogical approaches that embrace more gender-equitable teaching-learning experience are needed. Plan (2013)⁸⁷ argues that both female and male teachers can have stereotypical prejudice towards their female and male students, reproducing harmful, unequal gender norms.

Furthermore, the school environment is often connected to unequal power relations that interact with age, gender, ethnicity and authority (Dunne, Humphreys and Leach 2003)⁸⁸. Challenging and transforming the patriarchal power relations within this environment implies working with teachers, students, curriculums, and policies, amongst others. The Portal for Gender Equality in Schools focuses on public school teachers' changes/transformation as one means of influencing and altering unequal gender relations in public school environments in Brazil. Changes in teachers' behaviour, attitudes and practices may further influence changes in curricula (as seen in the region of Salvador), student's outlooks, and parents' engagement.

It is important to underline that this online course is just one of many strategies applied by Promundo in their "youth and equality" area. Other notable change projects, connected to this online course, include the development of an educational animated video, 'Afraid of What?'. This engages students and teachers in classroom-based discussions on homophobia and respect for sexual diversity. Brazil's Diversity in Schools programme also offers training on gender, sexuality, and ethnicity/race for teachers.

84 UNESCO (2010) EFA Global Monitoring Report 2010, Paris: UNESCO, (2003/2004) Gender and Education for All: The Leap to Equality, Paris: UNESCO

85 Connell, R. (2010) 'Kartini's Children: On the Need for Thinking Gender and Education Together on a World Scale', Gender and Education 22.6: 603-15

86 Levtoy, R. (2014) 'Addressing Gender Inequalities in Curriculum and Education: A Review of Literature and Promising Practices to Inform Education Reform Initiatives in Thailand', Gender Equality & Development, Women's Voice and Agency Research Series, 9

87 Plan (2013) Girls' Learning: Investigating the Classroom Practices that Promote Girls' Learning, London: Plan UK

88 Dunne, M.; Humphreys, S. and Leach, F. (2003/2004) 'Gender and Violence in Schools', background paper for UNESCO EFA Global Monitoring Report 2003/2004, 'The Leap to Equality'

Pedagogical approach

Promundo's approach with respect to PEGE is guided by the notion of "gender consciousness", its understanding that gender is a relational concept, and its commitment to gender synchronised approaches that engage both men and women (as discussed in detail in the Note on Promundo).

As training on gender equality is not part of teachers' education in Brazil, the online course aims at providing a space where participants can speak about and explore issues that are normally not part of their professional background. It also intends to deconstruct the power relations connected to knowledge between tutors and participants, by not portraying the tutors as gender experts (although they are). Instead, the course promotes interaction and mutual learning. People learn not only with their heads, but also with their bodies. Hence mind-body relationship activities are promoted, as well as specific tasks to develop in the class-room environment before returning to the online forum to discuss these practical exercises. Once again, Promundo and this online course draws on Paulo Freire's theories, and emphasis is placed on the autonomous participation of individuals towards understanding oppression. This is perceived to be essential and cannot be achieved solely through the provision of information.

Gender equality results and outcomes

Promundo and the Portal have applied various strategies as to monitor, evaluate and document the results obtained, including the use of their Gender-Equitable Men (GEM) Scale – a scale which aims to measure attitudes toward gender norms in intimate relationships, or differing social expectations for women and men in society. Results that contribute to gender equality include:

- Changes in teachers' capacity, attitudes and practices with regard to gender equality, gender equity and sexuality. Teachers report the use of specific tools and methods presented in the course. They also report more confidence to speak to their students about sexuality, including sexual diversity. Another important attitude change concerns teachers' reflection on gender norms and relations in their personal lives and within their families.

Notable tools and methods

The course offers four modules: **Gender, Sexuality, Paternity & Maternity, and Violence**, divided into seventeen classes, each with its specific learning objectives. The tools and methods used in these classes are connected to Promundo's Toolkits, Program H, Program M and Program D, which are discussed in detail in the Note on Promundo.

Building on the exercises/activities included in these Toolkits, the Portal for Gender Equality in Schools has also developed its own specific exercises. The following table summarizes some of these:

Examples of specific exercises from the Portal for Gender Equality in Schools

Gender Module	Participants investigate laws that seek to minimise inequalities and analyse their impact within their own school. Two specific questions are posed to guide the analysis: Are these laws disclosed in the school environment? Do these laws produce the effect they propose?
	Participants are invited to discuss and give examples of how girls and boys are treated at their school. They are guided by the following question: What role should the teacher play in promoting gender equity?
	Participants read the Executive Summary of the research “Because I’m a girl” and discuss: What were the results that most caught your attention? How can they be related to the lessons of Module 1? In what ways research like this can be the basis for actions in favor of gender equity?
Sexuality Module	Participants discuss: What purpose should sexuality education in schools have? They do so while considering the issue of sexual and reproductive health rights and the relationship of individuals with their bodies.
	Participants elaborate a set of questions related to sexual diversity in schools and send these to an expert to answer (as an interview). The answers were later published online for all participants to review.
	Participants choose one topic discussed in this module (sexuality, SRHR, sexual diversity and orientation) which they find the most difficult to work with in their school. They are then requested to justify the difficulties and propose alternatives to overcome these.
	Participants reflect upon the law on sexual education (PCN), and how to approach sexual education beyond biology classes. Students should discuss the challenges related to this and how to overcome them.
	Chat discussion about making condoms available in schools
Paternity & Maternity	Students are requested to discuss the concept of family, while taking into consideration how this institution is portrayed in the media and materials included in this module. They also discuss how to debate the concept of family in their classroom and at schools and propose activities to work with this concept from a multidimensional approach.

Challenges

Challenges	Strategies to overcome these challenges
A traditional, conservative vision concerning changes in gender roles, as seen in the political context	Presenting facts and figures (e.g. statistical information) on gender inequalities, and presenting different perspectives and debates related to gender equality (liberal, socialist, radical, etc.) based on professional practices and research. The course has preferred not to enter into ideological and political discussions so as to not privilege any particular point of view.
Sexuality (i.e. heterosexual, homosexual and bisexual relations) is a taboo subject in most Brazilian regions	Targeting those regions where educational departments are open to speaking about and integrating a gender perspective, including sex, in public schools.
It is more common for public school teachers to be women, due to gender roles in the Brazilian society. This is reflected in the gender of participants, who are predominately women.	The Portal promotes the inclusion of both women and men in the course to share life-experiences and reflections about gender norms and relations in their personal and professional lives, including their relationship with other fe/male colleagues and students. To increase the number of male participants, Promundo has and will collaborate with institutions and departments responsible for the recruitment of teachers for the course, based on a specific Action Plan.

PROMUNDO AND UNFPA: GENDER TRANSFORMATIVE PROGRAMMES AND APPROACHES IN EASTERN EUROPE AND CENTRAL ASIA

Region(s): Africa and Asia	Country(ies): Zambia and Cambodia
Organisation(s): Promundo, in coordination with WorldFish	Type of Organisation: International Non-Governmental Organisation
Timeframe / Duration: On-going (with Zambia) Cambodia from June -October 2014. Specific training session 4-5 days	Dates: Cambodia – September 1-5, 2014. Zambia – August 4-15, 2014 and August 10-19, 2015 (Exact training dates)
Participant profiles: 22 (Cambodia) and 30 (Zambia) staff and partners (40% women and 60% men for both WorldFish Cambodia and Zambia); University-level education	
Facilitator profiles: 1 main female facilitator and 1 male local co-facilitators per country. External -international (Promundo-US) and national (GADC, Cambodia and local consultant, Zambia) with expertise about gender roles and norms, and wide experience in training sessions	
Funding Source: WorldFish Aquatic Agricultural Systems programme	Budget: USD 25,000 (Cambodia); 15,000 (Zambia) Trainers' flight tickets and salaries Design and delivery of the initiative Training material Training venue
Contact: Jane Kato-Wallace, Senior Programme Officer, Promundo-US j.kato@promundo.org.br ; contact@promundoglobal.org Web page: www.promundoglobal.org and www.worldfishcenter.org	

Overview

Held in Bishkek, Kyrgyzstan, this Promundo training was directed at UNFPA Gender Focal Points from across the organisation's Country Offices in the region of Eastern Europe and Central Asia. It was not a one-off initiative, but part of a wider partnership between Promundo and UNFPA which included previous trainings and on-going collaboration. Designed by Promundo in coordination with UNFPA's Regional Office and Country Offices, the training intended to bolster regional capacity in "gender transformative programming"⁸⁹. Specifically, its aims were: to enhance participants' understandings of gender transformative programmes; to equip them to apply gender

89 UNFPA (2013) Delivering for Women and Young People in Eastern Europe and Central Asia. Istanbul: UNFPA EECARO. Available: <http://eeca.unfpa.org/sites/default/files/pub-pdf/Regional%20factsheet%20final.pdf>

transformative approaches in their work by providing a space for sharing lessons learned from the region; and to discuss the development of a regional platform to advance exchange, build coalitions, and conduct policy advocacy around gender transformation.

Political context and change project

Promundo's role as a thought-leader in the field of engaging men and boys in gender equality, as well as championing "gender transformative" approaches more broadly (see the Chapter on Promundo) underlies the organisation's collaboration with the United Nations Population Fund (UNFPA). It has formed a particularly fruitful partnership with UNFPA's Regional Office⁹⁰ in Istanbul, Turkey, its Sub-regional

90 For more information on UNFPA's presence in the EECA region, please see: <http://eeca.unfpa.org>

Office in Almaty, Kazakhstan, and its Country Offices in the Eastern European and Central Asian region. The organisation is committed to ensuring that the sexual and reproductive health and rights of women and youth, and the attainment of gender equality, are at the centre of development. As part of its goal to advance gender equality, the Regional Office has identified strategic directions for its work on gender. One of these is engaging men and women in “gender transformative” programmes to transform inequitable gender norms, relations and stereotypes.⁹¹

- *Gender transformative approaches* aim to challenge harmful gender norms and promote positive alternatives. These are highlighted in the United Nations Inter-Agency Gender Working Group’s continuum of gender programmes, which range from gender exploitative, (reinforcing inequitable messages around gender), to gender accommodating (acknowledging but working around gender differences and inequalities to achieve project objectives), and finally to gender transformative (that seek to transform gender relations to promote equality and achieve program objectives) (see Figure 1).⁹²

FIGURE 1.
Gender Equality Continuum, adapted from the UN Inter-Agency Gender Working Group



The sustainability of this training is due in large part to the prioritisation of gender transformative programmes by Promundo’s partners at UNFPA. In light of their commitment, funding for training was made available and mechanisms to enable sustainability and the institutionalisation of knowledge were built into the initiative, such as the development of a regional platform for action and learning. The institutionalisation of knowledge also owes a great deal to the context wider partnership between the two organisations, which has included past training initiatives. In 2011, Promundo

91 http://eeca.unfpa.org/sites/default/files/pub-pdf/gender_equality_WEB.pdf

92 http://www.igwg.org/igwg_media/Training/FG_GendrIntegrContinuum.pdf

conducted training in Istanbul for UNFPA staff and representatives from NGOs and foundations from across the region. This offered a preliminary introduction to gender transformation, especially as it relates to engaging men and boys. In 2012, training was held for a similar audience in Zagreb, Croatia, focused on engaging men in fatherhood and caregiving as key areas for fostering change in gender relations. These initiatives encouraged the inclusion of gender transformative programming in work plans across the region, including activities to reach out to men and boys. They also led to calls for UNFPA actors to share their experiences of implementing such programmes in the region with one another, forming the basis for the 2014 training intervention.

The wider environment in which these trainings were held relates to the specific context of Eastern Europe and Central Asia. This geographic region is one of immense diversity both in terms of the realities of gender equality on the ground, policy frameworks supporting equality, and broader political factors which influence the implementation of such policies. The OECD argues that, broadly speaking, “women in Europe and Central Asia enjoy high levels of equality in all aspects of society” which it attributes in great part to “a legacy of the former Soviet system, which was a driving force in much of the region for introducing gender equality into legal frameworks.”⁹³ Nevertheless, gender-based violence is prevalent, as are gender stereotypes, as “social norms often reinforce a power structure in which men are seen as breadwinners and women mainly as caretakers.”⁹⁴ Persistent stereotypes also influence attitudes and actions concerning sexual diversity, with homophobia widespread and “LGBT people [...] among those who often experience multiple levels of discrimination and disadvantage.”⁹⁵ This environment poses challenges for gender transformative programming, and thus training which supports such initiatives, as explored further below.

93 <http://www.oecd-ilibrary.org/docserver/download/4110011e.pdf?expires=1445637282&id=id&accname=ocid56028003&-checksum=093EFE320821023C59FE493AC3DC5598>, p. 56

94 http://eeca.unfpa.org/sites/default/files/pub-pdf/gender_equality_WEB.pdf

95 http://eeca.unfpa.org/sites/default/files/pub-pdf/Inequalities_social_inclusion_rights_WEB.pdf

Pedagogical approach

Promundo's pedagogical approach was influenced by the context of the initiative, as UNFPA sought a more "theoretical" training to build on the foundation laid by previous trainings. As such, the approach adopted was to use the "Ecological Model" as the overarching framework of the training.

Ecological Model

The Ecological Model is a conceptual framework to guide gender equality professionals in looking at how gender norms are reinforced at multiple levels of society. It promotes the development of comprehensive approaches to challenging entrenched, harmful gender norms, ranging from the individual level, to the relationship level, the community level, and the wider national/state level.

This enabled the training to offer a more in-depth understanding of how men and women are influenced at various levels of society. Gender transformation was framed as something which cuts across multiple dimensions in order to encourage interventions with multiple components.

The approach hinged on trainees' active participation in the learning and knowledge construction process. It followed Promundo's understanding of the Freirean concept of "gender consciousness". Recognising that learning comes from critical reflection, engagement and dialogue, trainees were encouraged to reflect on gender and its intersections with cross-cutting issues and structures in the region. In keeping with Promundo's overall approach, participants were not seen as "empty vessels" to be filled with information. They were considered active agents of change. They constructed knowledge alongside facilitators, implying a circulation of knowledge, rather than merely its transfer from trainer to trainee. The trainers facilitated this process, drawing out critical reflections by digging deeper into the "whys" behind gender, power, privilege, and equality. Taking participants out of their comfort zones in this way was a key part of the approach in order to prompt deeper contemplation. Examining power relations, and how these intersect with gender, race, sexual orientation, socio-economic status, and age, etc. was considered the key first step in understanding why and how to change unequal gender norms.

To contextualise the approach, the content of the training was informed by UNFPA Country Offices' responses to Promundo's mapping survey of regional

gender transformative approaches. This took stock of how the Country Offices and their partners had been integrating gender transformative methods into their work since 2012, and where they needed additional support. In this way, the training was attuned to the real, expressed needs of participants and aimed to respond to them. Promundo also worked closely with local partners to lend contextual relevance to the training. For instance, the training's co-facilitator was the Director of the Croatian NGO Status M⁹⁶. Given his long-standing experience of working in the Balkans and Eastern Europe, details of the nuanced ways in which masculinity and gender are understood in the region were integrated into the training. The use of humour and anecdotes specific to the region also helped to establish a rapport with trainees. His past collaborations, and those of Promundo's trainers, with UNFPA Gender Focal Points also helped to contextualise the approach to the participants' institutional environment.

Gender equality results and outcomes

A six-month post-test was undertaken to assess the training's results, particularly how learning was integrated into participants' work. Comparison of the pre- and post-tests revealed an increase in participants' knowledge about gender transformative programmes. They reported applying what they had learnt during the training by:

- Integrating a gender transformative lens into their work;
- Adapting and applying conceptual frameworks and resources to their settings;
- Strengthening programme/project activities and work plans through increased research on gender transformation, as well as by engaging men/boys;
- Including the approaches presented in the training in funding proposals;
- Sharing information with partners, including learning and materials from the training; and
- Collecting data on men and masculinities.

They also reported that the training informed Country Office plans, activities and thinking on challenging

96 For further information on Status M, see: <http://www.status-m.hr/en/about-us/>

harmful gender norms and engaging men and boys in gender equality. For instance, Kazakhstan and Belarus prioritised the engagement of men and boys in addressing inequality and gender-based violence in their Country Programme Documents (2016-2020). Inspired by the Serbian Young Men's Initiative presented in the training, Kyrgyzstan is developing a Concept Paper to promote sexual and reproductive health, and healthy views of masculinity, among students.

Also as a result of the training, participants preliminarily agreed on avenues and modalities for establishing a regional gender transformative programming platform to carry forward regional exchange and encourage advocacy around gender transformation. Due to be launched in October 2015, this is envisioned as a way to promote the sustainability of gender transformative approaches. It is also expected to contribute to the institutionalisation of knowledge from the training by ensuring its continued circulation. Promundo is encouraging a partner-driven platform in which organisations are bound together by common set of goals and objectives, including advocacy. This would help partners move beyond sharing lessons and towards joint action.

Notable tools and methods

The training showcased diverse voices, perspectives, and experiences. Methods used included group education sessions interspersed with presentations from participants. These enabled them to showcase their own work and highlight existing research around gender transformative programming in the region. Their experiences served as prime examples of what contextualised gender transformative programmes look like, alerting other UNFPA trainees to the kinds of initiatives possible in their regional setting. This made gender transformative work feel relevant, achievable, and realistic for participants. Using these presentations to illustrate theoretical concepts, such as patriarchy and inequitable gender relations, made them easier to understand and relate to. Featuring their presentations further encouraged a sense of ownership by trainees and reinforced the dialectic of knowledge circulation between participants and facilitators.

To encourage reflection on masculinities, power, and the structures and dynamics underlying gender inequality, exercises like "Patriarchy and the Power

Walk" (see below) were used. These helped participants visualise inequalities and informed their reflections on the ways in which gender transformative programming challenges patriarchy to create more equal societies. Time was set aside for trainees to brainstorm on how to integrate a gender transformative approach into their work. This encouraged dialogue and reflection on how to put their learning into practice. The tools from which training's exercises and activities were drawn included: the Program HMD Toolkit (see Note on Promundo for more details) which engages young men and women in critical reflection on gender norms and diversity; the Program P Manual for Engaging Men in Fatherhood, Caregiving, and Maternal and Child Health; the Father School Manual which guides the start-up and management of groups for fathers-to-be; the toolkit on Engaging Men and Boys in Gender Equality and Health; and MenCare multimedia on men overcoming violence and gender norms to become involved caregivers.

"Patriarchy and the Power Walk" Exercise

- Each trainee "steps into the shoes" of another person, e.g. a single mother, a blind man, etc.
- Statements are read aloud. If these apply to them, they step forward. If not, they do not move.
- In the end, participants visually see how much power, access to resources, and opportunities some individuals in society have compared to others.
- Based on this, they discuss how power and privilege is relative to a person's gender, socio-economic position, ethnicity, and other cross-cutting issues. This is followed by a discussion of the "Patriarchal Paradox", i.e. how men are also disadvantaged by the system of patriarchy.

TABLE 1
Training Content

Day	Objectives	Content and Exercises
Day 1 Introduction to Gender Transformation	Understanding gender transformative programmes	Definitions and examples of gender blind, exploitative, sensitive/aware, and gender transformative programmes Discussing why gender exploitative messages shouldn't be used Presentation on the Balkans' Young Men's Initiative
	Understanding power and patriarchy and its relation to gender inequality and transformation	Interactive "Patriarchy and the Power Walk" activity, visualising differences in power, resources/opportunities across society Discussing the relativity of power and privilege; the "Patriarchal Paradox", i.e. how patriarchy disadvantages men; how gender transformative programming creates more equal societies
	Understanding why to involve men	Presentation on the conceptual framework behind engaging men/boys in gender transformation, including Jackson Katz film
	Analysing gender norms and power dynamics	Presentation of a tool to analyse gendered norms, roles and practices in UNFPA programmatic settings Activity using it to make a programme gender transformative
Day 2 Deepening Learning on Gender Transformative Programming	Understanding Country Office needs	Review of UNFPA regional mapping by Promundo Identification of areas in which Country Offices need support Discussion of why some Offices felt hesitant of their abilities
	Understanding male health vulnerabilities and the social capital benefits of confronting patriarchy	Presentations on: men/boys' health vulnerabilities; men's health statistics; causes of vulnerabilities; need for engagement Short film from Men for Gender Equality in Sweden Discussing the benefits/drawbacks men face by conforming to/confronting patriarchal systems; rigid masculinity and the health/social capital benefits of questioning it Overview of Ecological Model as a framework for the training
	Exchanging lessons on gender transformative work	Presentations by pre-selected Country Offices Snapshot of gender transformative work in the region, illustrating progress in embedding such approaches since 2011

Day	Objectives	Content and Exercises
Day 3 Ecological Model Individual and Relationship Levels	Understanding gender theories and gender analysis frameworks	Discussing theories behind gender analysis, e.g. Pleck; gender analysis frameworks, e.g. Moser, Harvard, etc. IMAGES survey as a tool to collect baseline data and conduct cross-sectional surveys on gender norms/practices/attitudes Armenian Country Office presentation on their IMAGES survey and implications for programme development and advocacy
	Understanding the individual level of the Ecological Model	Presentation of the Balkans-oriented Young Men's Initiative Georgian Country Office presentation of Men Talking to Men initiative and use of IMAGES research to develop programming
	Understanding the relationship level	"Gender Road Map" presentation on implementing partner community interventions; exercises on social network maps
	Examining a case from Tajikistan	Presentation by Tajikistan's Country Office of lessons learned on working with men/boys/women/girls in sports
	Reflecting on integrating lessons into programming	Group discussions among participants on lessons from Day 3, and what to integrate into their own programming at the country-level
	Understanding gender based violence	Presentations on: conflict affecting masculine identity, gender inequality, gender-based violence, etc.; "Living Peace" intervention on work with men in conflict/post-conflict areas
Day 4 Community Level/ Institutionalisation	Understanding the community level of the Ecological model	Presentation of fatherhood data and its impact Presentation of Kyrgyzstan's MenCare Campaign approach, IMAGES data, and its translation into community-level action
	Understanding the institutionalisation of the Ecological model	Lessons on institutionalising approaches engaging men/boys Ukraine Country Office data on paternity/maternity leave Discussing how to advocate for equitable family leave policies
	Learning about effective monitoring and evaluation	Overview of monitoring and evaluation in gender transformation, e.g. SMART objectives ¹ Interactive exercise on the Gender Equitable Men Scale ²
	Reflecting on Country Office plans	Group work on how to incorporate/contextualise lessons learned in Country Offices' gender transformative programming
Day 5 Coalition building and Developing Plans for Action	Analysing how to build and sustain networks/ coalitions	Lessons learned in developing/strengthening networks Discussing Country Office strengths, needs, and advocacy Collating participants' reflections to inform the development of the regional platform (later validated by participants)
	Future collaboration	Discussing entry points to develop a regional platform
	Evaluating the training	Participants' post-test and evaluations of the training Certificate of completion and USB with training materials

Challenges

Challenges	Strategies to overcome these challenges
<p>When discussing how to make gender-based violence prevention campaigns more appealing to men, some trainees suggested messages which were gender exploitative, e.g. a poster of a boxer with the slogan “Hit me, not your partner”. While such a message calls for an end to violence against women, it nevertheless implies that men using physical force against other men is acceptable.</p>	<p>The trainers sought to illustrate why this message is gender exploitative. In line with Promundo’s ethical commitment to “do no harm”, they further explained why gender exploitative messages should not be employed, as these perpetuate inequitable gender stereotypes, norms and roles. The facilitators affirmed that using traditionally masculine figures in campaigns (e.g. sports figures or military personnel) is not exploitative in itself. However, messages that reinforce harmful gender norms, like the acceptability of male violence against other men, are exploitative.</p> <p>As a group, the trainees reflected on how to identify gender exploitative approaches, and why they should not be used.</p>
<p>Engaging countries from diverse cultural backgrounds was a challenge, e.g. discussions of “traditional” notions of gender revealed how hard these are to influence, especially in relation to sexual diversity, in conservative environments. Some trainees were hesitant about where to start their interventions, and the possibilities for success.</p>	<p>The trainers encouraged participants to “go for the lowest hanging fruit”, i.e. work towards what is achievable, concentrate on this level, and capitalise on their strongest partnerships.</p> <p>Learning about the work of neighbouring Country Offices helped participants appreciate the kinds of gender transformative approaches being implemented in the region, and which could potentially be applied in their context.</p>

PROMUNDO AND WORLDFISH: CAPACITY DEVELOPMENT TO INTEGRATE GENDER TRANSFORMATIVE APPROACHES IN AQUATIC AGRICULTURAL SYSTEMS

Region(s): Africa and Asia	Country(ies): Zambia and Cambodia
Organisation(s): Promundo, in coordination with WorldFish	Type of Organisation: International Non-Governmental Organisation
Timeframe / Duration: On-going (with Zambia) Cambodia from June -October 2014. Specific training session 4-5 days	Dates: Cambodia – September 1-5, 2014. Zambia – August 4-15, 2014 and August 10-19, 2015 (Exact training dates)
Participant profiles: 22 (Cambodia) and 30 (Zambia) staff and partners (40% women and 60% men for both WorldFish Cambodia and Zambia); University-level education	
Facilitator profiles: 1 main female facilitator and 1 male local co-facilitators per country. External -international (Promundo-US) and national (GADC, Cambodia and local consultant, Zambia) with expertise about gender roles and norms, and wide experience in training sessions	
Funding Source: WorldFish Aquatic Agricultural Systems programme	Budget: USD 25,000 (Cambodia); 15,000 (Zambia) Trainers' flight tickets and salaries Design and delivery of the initiative Training material Training venue
Contact: Jane Kato-Wallace, Senior Programme Officer, Promundo-US j.kato@promundo.org.br ; contact@promundoglobal.org Web page: www.promundoglobal.org and www.worldfishcenter.org	

Overview

In 2013, WorldFish – an international agricultural research institution committed to reducing poverty and hunger by improving fisheries and “aquaculture” – initiated its collaboration with Promundo to ensure its CRP Aquatic Agricultural Systems (AAS) programme fully integrated a gender transformative approach, since WorldFish had recognized that “unless development research and practice address the underlying causes of gender disparities in access to and control over agriculture resources, sustainable change is unlikely to be achieved”. Promundo has since provided capacity development training and technical advice to WorldFish in two countries: Cambodia and Zambia. The partnership was initiated in Zambia and expanded to Cambodia.

The specific training course lasted for 5 days in each country with objectives to:

- Enhance participants’ understanding of gender transformative programmes, as well as how to involve women and men in these programmes by applying different approaches and tools;
- Improve participants’ ability to adapt and use these approaches and tools in the AAS programme; and
- Strengthen participants’ personal commitment to gender transformative approaches and programming.

Political context and change project

WorldFish is an international agricultural research institution committed to reducing poverty and hunger by improving fisheries and aquaculture. Gender equality and equity form part of WorldFish’s programming and research. It is committed to:

*“Gender transformative approaches that influence social norms and bridge the gaps in access to, and control of, agricultural resources, promoting gender equality and economic development”.*⁹⁷

The approach [Gender Strategy’s Theory of Change] is innovative through its efforts to translate gender and development concepts into practice and; in developing creative means to understand and influence the way social norms and relations, and the power, interdependencies and inequalities associated with them, affect Aquatic Agricultural Systems’ outcomes for poor women and men across the CRP sites.

WorldFish’s Gender Strategy Brief

WorldFish works towards integrating a gender-transformative perspective in several of their programmes, including the Aquatic Agricultural Systems, Livestock and Fish and Climate Change, Agriculture and Food Security. Senior management and leadership at WorldFish’s HQ-level have been, and remain, committed and interested in gender transformative approaches to its work. This is evident in the Gender Strategy’s Theory of Change used by WorldFish in their research approaches and stages; planning, objective identification, implementation, partnerships and monitoring and evaluation. Promundo’s technical assistance is being provided to five Aquatic Agricultural Systems’ programme countries (Bangladesh, Cambodia, the Philippines, the Solomon Islands, and Zambia). Their theory of change explicitly recognizes that “The need for a gender transformative approach emerges from the gap between gender and development practice and the field’s conceptual development, and from the focus within standard gender integration efforts on interventions that tend to address individualized demonstrations of gender inequality - gender resource gaps -but ignore their wider social causes”.⁹⁸

97 <http://www.worldfishcenter.org/content/gender-equity>

98 CGIAR Research Program on Aquatic Agricultural Systems Gender Strategy Brief A Gender Transformative Approach to Research in Development in Aquatic Agricultural Systems, available at: http://pubs.iclarm.net/resource_centre/WF_3048.pdf

Rural women have a major role in sustainable fisheries and aquaculture, but they often have unequal access to resources and services [...in comparison with men]. Closing the gender gap in access to important resources can improve productivity and increase incomes and food security. The social norms that constrain poor women’s and men’s opportunities need to be better understood. WorldFish gender equity research is aimed at generating evidence and information on how poor men and women access and use resources, who has power and makes decisions, whose priorities are being addressed, and who is impacted by, or benefiting from, different development alternatives.

WorldFish

At the global level, there is a fruitful and on-going partnership between Promundo and WorldFish. However, senior management in each country where WorldFish operates also need to be engaged and committed to ensure successful results and sustainability. To this end, WorldFish have established strategies related to gender and equity within the Aquatic Agricultural Systems’ programme, including the Gender Strategy Brief: A Gender Transformative Approach to Research in Development in Aquatic Agricultural Systems and Gender Transformative approaches briefs. Resistance was, however, present in Cambodia, where most trainees were highly educated older men. This may relate to gender relations in the Cambodian society in question, interconnected with other socio-demographic characteristics such as age and education levels – where older wo/men with high education-levels/expertise in a specific field obtain higher social status (please see below for a discussion of key challenges).

The collaboration has been financed by WorldFish’s programme budgets. The possibility to allocate funds from these budgets relates to the organisation’s general commitment to gender equality as well as senior management’s engagement and commitment. In the case of Cambodia, WorldFish’s collaboration with its local partner organization ended in 2015 due to budget shortages. Zambia, however, Promundo continues providing technical assistance to the Small Internal Lending Communities’ programme, and they also frequently engage the local consultant to do similar gender-transformative trainings with other partners in different provinces.

Reaching sustained results after 4-5 days training is challenging and further actions and strategies are needed, including changes in organisation's/ programme's internal policies and/or strategies on gender mainstreaming and women's empowerment. As noted by Promundo-US' Senior Programme Officer, a 4-5 day training only "scratches the surface" of gender transformation. Sustained collaboration has shown effectiveness as Promundo has been able to support WorldFish with the incorporation of a gender transformative approach in project design, research, articles, tools, etc. beyond its training sessions. Importantly, WorldFish is also implementing gender transformative approaches in the three other countries where the Aquatic Agricultural Systems programme is implemented. These have been evaluated in publications including *Transforming Aquatic Agricultural Systems towards Gender Equality: A Five Country Review*.⁹⁹

Pedagogical approach

Promundo's approach was guided by its understanding of "gender consciousness" and the corresponding critical reflection this seeks to elicit from trainees. Also key to its pedagogical approach in this case was the emphasis it places on partnerships with wide-ranging stakeholders, both to contextualise training and to advocate for transformative change.

For Promundo, facilitating trainings with local partners was key in this experience, as it open up opportunities for these actors to work with WorldFish's Country Offices after Promundo's training had been carried out.

Gender equality results and outcomes

The results achieved were verified through evaluation methods including questionnaires, interviews and continued liaisons with local partners and WorldFish. Notable results include:

- Aquatic Agricultural Systems' programme staff and partners have increased knowledge on gender transformative programming, which lead to at least 4 projects being designed from a gender transformative approach.

- Sustained technical assistance by Promundo for WorldFish Zambia, with continual communication for supporting gender transformative approaches in other programmes, including the Savings and Internal Lending Communities programme (on economic empowerment), review of articles to be published, research tools, co-writing proposals and publishable manuscripts and other similar organisational outputs so as to ensure the integration of a gender-transformative perspective.
- Successful integration of gender-transformative approaches that enhance and improve shared household decision-making, particularly around household savings and investments within the Savings and Internal Lending Communities programme. This gender integrated program is called Savings and Internal Lending Communities +, aiming to work around gender norms related to households' savings and investments.
- Promundo's increased knowledge and experience of working with gender transformative approaches in non-traditional areas, e.g. aquatic agriculture sciences. This result demonstrates the importance of mutual learning and diverse ways of knowledge flow between collaborating organizations for the advancement of gender equality.
- Participants report addressing inequalities in their personal lives by recalling the training exercises connected to the "patriarchal paradox" and power dynamics;

Another interesting result, often part of Promundo's training experiences, has been the increased capacity of the local partner organizations, which co-facilitated the training, to undertake gender transformative training sessions themselves. The experience has improved their understanding and ability to facilitate trainings and provide technical assistance. Gender and Development Cambodia, for instance, has adapted and employed gender transformative tools and have used the Gender Equitable Men scale in their work. They were also able to implement a community-based training session focusing on WorldFish community facilitators in the Aquatic Agricultural Systems' programme. The local consultant in Zambia, on the other hand, was contracted to undertake a follow-up facilitator skills' training session with community facilitators in the Savings and Internal Lending Communities-programme in Zambia.

99 http://pubs.iclarm.net/resource_centre/WF_3348.pdf

Importantly, the results obtained from the collaboration with WorldFish are not only bound to the training sessions developed in Cambodia and Zambia, but are also due to the continuous coordination between Promundo and Worldfish, which in itself can be seen as a result. WorldFish’s leadership at headquarter-level appreciated the efficiency of introducing gender transformative approaches in their work, and have therefore established specific staff positions for addressing gender concerns, including a “gender team”. Currently the WorldFish office in Zambia has a staff member responsible solely for gender, and a Senior Scientist who is also well-oriented on the subject.

Notable tools and methods

The training was characterized by Promundo’s participatory methodological approach, which centres on participants, partnerships, and contextual relevance. The initiative was modelled to meet the organisation’s and participants’ needs in gender transformative programming, particularly in Zambia, where WorldFish’s leadership showed a deep commitment throughout the training’s different stages.

The tools and methods used in training are connected to Promundo’s Toolkits, Program H, Program M and Program D (outlined in detail on the Note on Promundo).

In the case of this training, adaptations were necessary to adjust to the organization’s aquatic agricultural research focus. Promundo-WorldFish’s training design was, therefore, a very participatory process, resulting in the utilization of following methods:

- Critical reflection exercises addressing harmful gender norms that prevent women and men from sharing household decision-making power and achieving gender equality;
- PowerPoint presentations providing contextualized examples and good practices of gender transformative programming at the household- and community-levels;
- Programme management and organizational tools with which to perform power analyses, achieve gender transformative solutions, and develop realistic and achievable work plans.

One of the exercises most appreciated by participants in both Cambodia and Zambia was the “Gender Fishbowl” exercise, explained in detail below.

The specific training initiative lasted for 4-5 days. In both countries they followed more or less the same format, as seen below:

The Gender Fishbowl activity

The aim of this exercise is to learn about women and men’s experiences, in childhood and as adults, related to what it means to be a woman or a man.

Women and men are divided into two groups. The women are asked to sit in a circle in the middle of the room, becoming the “fish”, while the men form an outer circle around the women and sit down facing in, becoming the “bowl”. Specific questions are asked by the facilitator/s for the women to discuss while the men listen (about 20-30 minutes), then they shift places (e.g. the men become the fish and women the bowl). Questions include:

- When did you first realize you were a girl/boy?
- What do you hate/love about being a woman/man?
- What do you find difficult to understand about women/men?
- What is one thing you wish men/women knew about what it is like to be a woman/man?

Afterwards the participants discuss and reflect on questions such as:

- How did you feel being the “fish”/“bowl”?
- Did you learn anything new by listening to the women/men?
-

Extracted from Promundo’s Toolkit “Journeys of Transformation”

Day	Objective	Content and exercises
Day 1: Introduction to Gender Transformation	Understand the objectives of the workshop and expected outcomes	<p>Presentation of main findings from WorldFish’s Gender Scoping Report.</p> <p>Presentation about how the gender-transformative approach fits within the AAS-framework</p> <p>Introduction of participants and facilitators: who we are and what do we bring? Guiding questions for this session: What is your experience in working on issues related to gender equality?</p>
	Understand the difference between sex and gender	<p>Activity: “Gender Values Clarification”: The facilitator read a series of statements about gender. Participants should then go to the face that described if they agree (happy) or disagree (sad) with that statement.</p> <p>Drawing exercise: the participants visualize by drawing the gender norms, roles and responsibilities of men and women in their community. Experiential learning activity: “Draw a typical man and woman from the Tonle Sap community” Group discussion, which includes reflections on the differences and similarities between women and men; where do we receive messages about how to be a woman and a man; what do we think being a woman or a man means?</p>
	Define a gender transformative program in the context of their work.	<p>Presentation: “what are gender-transformative programmes and what do they aim to do?”, including brief programme examples from: Gender and Development Cambodia – Gender Road Mapping method Promundo – women’s economic empowerment (MenCare film)</p> <p>Presentation by WorldFish of 2-3 programme examples that serve as concrete “case studies” throughout the 4 days as to analyse these and transform them into gender-transformative programmes.</p> <p>Presentation and review of the Participatory Action Research (PAR) process; presentation of the findings on gender norms from community pilot of PAR instruments Group discussion on where the 2-3 AAS programmes are located on the gender continuum (from gender blind; gender exploitative to gender transformative).</p> <p>Homework Assignment – “Do one activity outside your assigned gender role”</p>
Day 2: Gender and Exploring Power	Obtain basic understanding of why it is important to deconstruct and challenge harmful masculinities in order to promote gender equality;	<p>Recap from previous day in a fun and interactive way – through song, dance, game, drama, etc.</p> <p>Review and reflection on the previous night’s homework</p> <p>Gender Fishbowl activity (see text box above)</p> <p>Introduction to power and gender inequality: Activity, “Patriarchy and the power walk”.</p>
	Understand how unequal power dynamics between men and women impacts community well-being	<p>Drawing and group discussion about the power dynamics that exist at multiple levels of AAS communities. Group work to examine gender and power dynamics at AAS-community level using the 2-3 examples of AAS programmes</p>

Day	Objective	Content and exercises
Day 3: Tools and Approaches to Engaging Men and Women in Gender Transformation	Learn about key approaches to engaging men and women in gender transformation	Learn about various types of gender-transformative approaches, using the Ecological Model approach Presentation: "Overview of AAS Gender Capacity Development Theory of Change"
	Become knowledgeable about gender transformational approaches	Developing a gender-transformative programme via the lens of fatherhood, using the MenCare Campaign and Program P as examples Presentation of Community-Based Approaches
	Become skilled in how to modify programmes to be gender transformative	Sharing of Tools (manuals, campaign materials) on gender-transformative approaches Discussions on how to integrate gender-transformative approaches into the programme design and implementation (using the 2-3 case study programmes). Integrating gender into your programme activity: Presentation of the Program Cycle and how to integrate a "gender lens" into the 2-3 example AAS programmes. Group work –groups divided according to the 2-3 AAS programmes. The group work on the handout "Gender throughout the Program Cycle" and present their plans for comments and constructive criticism from the other groups. Jeopardy game (see text box below for more information), were participants "play jeopardy" with the objective to re-call concepts and ideas from previous days. One card has a question related to a concept and a value (money), for each right answer a group obtain the card and the value (money). The group with the most correct questions/most money wins.
	Become knowledgeable about gender indicators and integrate them into M&E framework	Presentation: "Monitoring and Evaluation of Gender-Transformative Programs" Groups are invited to take the GEM scale quiz and IMAGES Survey. This is followed by group discussion on how to integrate this into their Research in Development (RinD) approach using the 2-3 case study AAS programmes.
Day 4: Monitoring and Evaluation & Program Planning	Develop a 6 month integration work plan; become aware of and develop a plan for follow up on WF-AAS team needs after the training is complete	Group work: develop of 3-6 month work-plan to integrate gender transformative approaches into AAS work. What will be needed? Presentation of some of these plans (max. 2) to the group. Discussion of support needed after this training is over to integrate a gender perspective into their work. What support do they need from: World Fish-Penang/Phnom Penh office? Gender and Development Cambodia? Promundo? Each other? Final check out, application of post-test and Promundo's Workshop Evaluation

Challenges

Challenges	Strategies to overcome these challenges
<p>Adapting materials, tools and exercises to the Aquatic Agricultural System's Research areas since the thematic area is an area not traditionally connected with gender-transformative approaches</p>	<p>Training was prepared and planned in a participatory manner, involving WorldFish's HQ in Malaysia in discussions about materials and tools.</p> <p>Exercises and actions that demonstrated how addressing gender equality makes the work of organizations more efficient was included.</p> <p>Involving local consultants from the MenEngage Alliance, knowledgeable in local gender relations.</p>
<p>WorldFish had not worked extensively with gender equality in previous programmes.</p>	<p>WorldFish had conducted a social and gender analysis, mapping exercises to identify organizations working in the field of gender and agriculture and other baseline research in order to better understand the local gender landscape. Understanding this baseline research to identify practical examples which demonstrate possible key entry points and opportunities to integrate gender transformative approaches in aquatic agriculture was an essential part of the training preparations.</p> <p>Participatory, simple, and practical methods and exercises connected to the participants' work increased their engagement and commitment to gender equality</p>

UN WOMEN TRAINING CENTRE/ITC-ILO: BLENDED COURSE EMPOWERING UN SYSTEM GENDER FOCAL POINTS

Region(s): Latin America and the Caribbean; Europe (global reach)	Country(ies): Dominican Republic and Italy (participants from across the globe)
Organisation(s): UN Women Training Centre and the International Labour Organization International Training Centre (ITC-ILO)	Type of Organisation: UN agencies
Timeframe / Duration: 1 month online and 5 days face-to-face (55 hours in total: 5 hours per week for online modules; 35 hours for face-to-face sessions)	Dates: 2013 – present (on-going)
Participant profiles: 158 UN System Gender Focal Points (128 women and 16 men); university-level education 30 in 2013 (28 women and 2 men); 36 in 2014 (all women); and 92 in 2015 (78 women and 14 men))	
Facilitator profiles: 2 online facilitators and 3 face-to-face facilitators; internal international trainers, all of whom are women and UN Women or ILO staff members, with expertise in training for gender equality	
Funding Source: UN system (UN Women and ITC-ILO); participants own resources/their UN agency's support	Budget: <ul style="list-style-type: none"> • Design and delivery of online and face-to-face modules; creation of an online training platform • Salary of facilitators • Meeting room, accommodation and catering for participants during face-to-face module • Participant fees (EUR 2,900 paid by each participant/their UN agency)
Contact: Ziffer, Programme Officer: alicia.ziffer@unwomen.org	
Web page: https://trainingcentre.unwomen.org/	

Overview

Working in close collaboration, the UN Women Training Centre and the International Labour Organization's International Training Centre (ITC-ILO) have offered the training course "Empowering UN System Gender Focal Points" since 2013. Its purpose is two-fold. It aims to strengthen the capacity of UN System Gender Focal Points, who exist within most UN agencies, to support and promote the integration of gender concerns in their work units and organisations. It also seeks to foster a sense of community between Gender Focal Points in order to serve as a support network for advancing gender equality and women's empowerment throughout the UN. Its specific objectives, pursued through two online modules and one face-to-face module, are to:

- Deepen the participants' understandings of basic gender concepts, the gender architecture of the UN system, and thematic areas concerning important gender and women's issues;
- Help them apply gender mainstreaming tools in their daily work as Gender Focal Points;
- Develop their skills in advocacy and communication for gender equality and;
- Promote the building of a support network to encourage discussion, sharing of lessons learnt, and support access to resources and tools.

Political context and change project

All UN agencies and personnel are responsible for ensuring that gender equality is integrated effectively into their policies and programming.¹⁰⁰ Guided by the gender mainstreaming policy outlined by the Economic and Social Council (ECOSOC) in 1997 (see text box), most agencies have developed networks of Gender Focal Points at various levels of their organisations, both at headquarters and in the field. First and foremost, Gender Focal Points are conceived of as change agents, functioning as resource persons, enablers, and a central mechanism to mainstream a gender perspective through the UN system. While working in their own areas of expertise, they have the added responsibility of “facilitating” gender mainstreaming in their organisations and work units. Their role is one of advocacy and facilitating communication and connections related to gender equality. They are meant to advocate for increased attention to, and integration of, gender equality and women’s empowerment in an agency’s policy and programming, as well as in the work of development partners.

In practice, however, their roles differ between organisations, contexts, their positions within their agencies, the time supervisors allocate to their tasks as Gender Focal Points, and the kind of gender architecture their organisation has in place. They are not intended as substitutes for full-time institutional gender specialists, but in effect may often be treated as such. This is especially challenging as their capacities and knowledge of gender issues vary greatly between contexts. While most voluntarily take up this mantle, some are appointed to the position.

“The ECOSOC agreed conclusions 1997/2 define gender mainstreaming as: “...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

These factors have implications for the Gender Focal Points’ abilities to fulfill their responsibilities; their effectiveness as change agents may be hampered by

100 http://www.un.org/womenwatch/ianwge/gm/UN_system_wide_P_S_CEB_Statement_2006.pdf

inadequate gender architecture within their organisations, resistance from supervisors, or a lack of gender knowledge or personal interest in gender issues. For example, the Secretary-General’s 2014 Report, Improvement in the status of women in the United Nations system, identifies “the greatest area of weakness for focal points” as “the lack of time they were able to devote to their gender related duties”, noting that 75% of entities “reported that focal points allotted 20 per cent or less of their time to their focal point functions.”¹⁰¹ It is also worth noting most Gender Focal Points are women, and thus men have made up only 10% of the participants in this course. The fact that more women than men are Gender Focal Points, may have implications within and outside the UN system for the tendency to view gender equality as a “question for women”, rather than one of equal importance for women and men.

With the roll-out of the 2012 System Wide Action Plan (UN-SWAP) for Gender Equality and Women’s Empowerment, Gender Focal Points are being expected to take on increased tasks. For instance, as this involves a new assessment and reporting process for each UN agency, it is likely that “the responsibility will fall to GFPs to coordinate the data collection for reporting on the UN-SWAP.”¹⁰² UN Women, therefore, determined that they will require further support to perform their facilitation functions. This was the impetus behind the launch of this course by the UN Women Training Centre and ITC-ILO, the two agencies responsible for supporting the advancement of gender equality within the UN system by providing training to actors within and outside the organisation. The agendas of both agencies are similar. Based in the Dominican Republic, the UN Women Training Centre is guided by the following vision and mission:

- **Vision:** To become the leading UN centre that contributes, through training for gender equality, to building a society that respects and promotes human rights for all women and men.

101 United Nations (2014) Improvement in the status of women in the United Nations system: Report of the Secretary-General. A/69/346. New York: United Nations General Assembly. Available: http://www.un.org/ga/search/vieA/69/346w_doc.asp?symbol=A/69/346&Lang=E p. 48

102 UN Women Training Centre and International Labour Organization (2013) Blended Course Module 2 Understanding gender equality: a GFP perspective, p. 30

- **Mission:** supporting the UN and other stakeholders to realize commitments to gender equality, women’s empowerment and women’s rights through transformative training and learning¹⁰³.

These are at the heart of its theory of change, which advocates a transformative and reflexive approach to training for gender equality.

The International Labour Organization’s International Training Centre is guided by a commitment to the ILO’s goal of decent work¹⁰⁴ for women and men worldwide. The ILO’s policy on gender equality, outlined in the 1999 Director-General’s Circular No. 564¹⁰⁵ and operationalized in its Action Plan for Gender Equality 2010–15¹⁰⁶, commits the organisation to gender mainstreaming as the strategy to promote equality in all aspects of its work. Its approach is based its understanding that women and men have “specific and often different needs and interests in the sphere of work”.¹⁰⁷ Awareness of these is integrated into policies, programmes, projects, institutional structures and procedures. The ILO also believes that gender-specific actions can be part of gender mainstreaming when required, such as in the face of entrenched or pronounced inequalities.¹⁰⁸ For instance, technical interventions designed to help women overcome gender-related biases and barriers in the labour market.

Given this political context, a legal framework exists which provides entry-points for initiatives like this course, by and for the UN. In addition to ECOSOC’s 1997 Agreed Conclusions and the 2012 UN-SWAP, one indicator of which specifically relates to training for gender equality, the newly established Sustainable Development Goals (specifically goals 4 and 6) feature gender equality and life-long learning opportunities¹⁰⁹ as key aims. It is also bolstered by various internal policies and regulations of specific UN agencies, such as FAO’s or UNOCHA’s policies on gender equality.

103 http://gtcop.unwomen.org/index.php?option=com_content&view=article&id=317&Itemid=55&lang=en

104 <http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--en/index.htm>

105 http://www.ilo.org/wcmsp5/groups/public/@dgreports/@gender/documents/policy/wcms_114182.pdf

106 http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_179106.pdf

107 <http://www.ilo.org/global/topics/equality-and-discrimination/gender-equality/lang--en/index.htm>

108 <http://www.ilo.org/gender/Aboutus/ILOandgenderequality/lang--en/index.htm>

109 <https://sustainabledevelopment.un.org/sdgsproposal>

Pedagogical approach

Central to the approach was an understanding that training must pay attention to power-relations, how these are produced and re-produced within different spheres, and how these can influence training. This is in line with feminist approaches to knowledge, which “challenge traditional models of power and knowledge [... which] value acquisition of knowledge over processes of learning and that subscribe to hierarchical, positivist and didactic knowledge and learning models”¹¹⁰ This course, by contrast, valued the process of learning itself and sought to negotiate power-hierarchies between trainers and trainees to avoid reinforcing them. For example, it addressed the power dynamics present in online settings, which afford trainees a degree of anonymity but may lack direct personal contact, by ensuring that expert online facilitators, available and responsive to participants’ concerns. Similarly, emphasis was placed overall on the expertise of the trainers, as well as their openness and approachability. The fact that they were senior trainers was considered important for securing their legitimacy in the eyes of trainees, adapting the sessions to trainees’ needs, and building relationships of trust between participants and facilitators. Another instance concerns the selection of UN Women staff as participants for the “Training of Trainers” initiative, who were identified as “key strategic actors”. To avoid reinforcing hierarchies of power, the Training Centre built on collaboration with other UN entities, such as UN Women field offices, to inform the selection process.

The approach adopted viewed training as a horizontal, dialectic learning process. This was based on an appreciation of the value of people’s own experiences as an important part of the learning process. These were not only treated as individual experiences, but as building blocks in a net of sharing and exchange that the training aspired to encourage. Trainees learnt both from their own experiences as well as those of others, creating a knowledge-base of shared “lessons learnt”. Knowledge transfer therefore occurred between the facilitators and participants, and vice versa, as well as between participants themselves. Flexibility and adaptation were also prioritised based on reflection on how to improve the course to better meet participants’

110 Mukhopadhyay, M. and F. Wong (2007) “Introduction: Revisiting gender training. The making and remaking of gender knowledge”, *Revisiting Gender Training: The Making and Remaking of Gender Knowledge – A Global Sourcebook*. Amsterdam: KIT Royal Tropical Institute, The Netherlands, p. 11.

needs. For instance, in light of internal assessments and consultations with colleagues at other UN agencies, the original length of the course was deemed insufficient, and it was expanded accordingly.

Gender equality results and outcomes

The outcomes of the course were evaluated through questionnaires, interviews, and testimonies. Results included participants' increased knowledge of gender equality and its relevance for their work as Gender Focal Points; as well as improved advocacy skills and abilities to liaise with management towards the implementation of gender equality actions in their agencies. The course also led to the development of support networks of Gender Focal Points within and between agencies. These contribute to the institutionalisation of knowledge from the training, acting as an impetus for participants to keep learning by exchanging information and lessons learnt.

Following the course, there were increased demands for further technical support, both from Gender Focal Points and UN agencies in general, to help mainstream gender within agencies' procedures (internal) and programmatic actions (external). In response, the UN Women Training Centre and ITC-ILO developed a "Training of Trainers" initiative geared towards 25 members of UN Women's field staff. Its objective is to train UN Women personnel to provide training for Gender Focal Points connected to their field offices, from different agencies and world regions. This is envisioned as a means of continuing with the course and maximising its impact across the UN.

Notable tools and methods

In line with the pedagogical approach, many of the exercises and methods used in the online modules and face-to-face sessions sought to draw out the participants' own experiences from mainstreaming gender?, both good and bad, to help them reflect and learn from these. The two online modules focused on basic concepts related to gender equality. This was felt to lay a necessary foundation for the face-to-face component. The blended modality was chosen as the best method by which to meet the training's objectives. It drew on the particular strengths of online and face-to-face training, using these

to complement one another. For instance, reading materials were provided online, which trainees discussed through a chat facility. This chat function allowed them to discuss topics at any time and in any place. As it let them take their time with the material, and think about their concerns at their own pace, it facilitated in-depth discussion of complex concepts which would be far harder to achieve in face-to-face settings. Such exercises make the most of key benefits of online learning, namely "convenience, flexibility and self-pacing that cannot be achieved through face-to-face education, in addition to being more cost effective."¹¹¹ As such, the online modules lent themselves well to the internalization of more abstract conceptual knowledge by participants.

The face-to-face component, meanwhile, used interactive exercises to illustrate key concepts. This enabled participants to interact with one another in ways that cannot be achieved in virtual forums, in order to build a sense of community between them. As noted by Wuensch et al. (2008), "social and spatial awareness is natural in face-to-face classrooms" as learners observe the reactions of their peers and instructors. This creates a space where "social and intellectual interactions are immediate, dynamic, and more efficient than with the online education environment" since that "facial expressions and body language [...] provide a feedback mechanism" for all those involved.¹¹² Specific activities that built on the assets of face-to-face training included exercises to build trainees' advocacy skills and help them overcome resistances:

Exercise to build participants' advocacy skills

- Participants are divided into pairs. Each trainee "steps into the shoes" of someone else. One assumes the role of, for example, a government representative or a colleague who is reticent to integrating gender concerns in their work. The other tries to convince their partner of the importance of gender. The two then swap roles and continue this role-play.
- In this way, participants reflect on and practice the arguments in favour of gender mainstreaming that they themselves would find most convincing.

¹¹¹ Baldursdottir et al., 2014, p. 13.

¹¹² Wuensch, Karl, Aziz, Shahnaz, Ozan, Erol, Kishore, Masao, and Tabrizi M.H.N. (2008). Pedagogical Characteristics of Online and Face-to-Face Classes. *International Journal on ELearning*, 7(3), 523 – 532. Page 524.

TABLE 1
Training content

Module	Objective	Exercises
Module 1 (online)	Understanding the role of Gender Focal Points Appreciating organisational change and how it takes place Recognising the international framework and regulations for gender equality and women's empowerment	<ul style="list-style-type: none"> • Watching informative videos on topics like: <ul style="list-style-type: none"> • Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) • Joint Programme on Female Genital Mutilation/ Cutting • Forum discussions such as: <ul style="list-style-type: none"> • “Your tasks as a Gender Focal Point” • “Word Choices: identify alternatives to words that contain bias” • Critical reflection on issues including: <ul style="list-style-type: none"> • Effective communication strategies for gender equality • UN agencies’ sexual harassment policies • Gender-based violence and socio-cultural contexts • Q&A throughout and discussion on the discussion forum
Module 2 (online)	Strengthening participants’ knowledge of the UN’s gender mainstreaming policy, and its tools and mechanisms for promoting gender equality	<ul style="list-style-type: none"> • Reflection exercises including: <ul style="list-style-type: none"> • Gender equality within the participants’ agencies, asking “Is gender equality mainstreamed in policies and programmes?”, “Are women and men fairly represented in decision-making processes?” • Challenges/successes in integrating gender issues in these agencies • Agencies’ monitoring mechanisms for gender equality • Agencies’ gender equality policy, strategy and/or plan • Discussion forum on such issues as: <ul style="list-style-type: none"> • “What would the ideal gender responsive organisation look like?” • “What is missing to mainstream gender in your/other agencies?” • Q&A throughout and discussion on the discussion board

Module	Objective		Exercises
Module 3 (face-to-face)	Day 1	Enhancing opportunities to create a community of support and learning for Gender Focal Points	<ul style="list-style-type: none"> • Presentation on gender equality concepts • Participants write a phrase to define a concept related to gender. They share these with the group to create and present a final definition in the plenary session • Life cycle approach exercise • Group discussion between participants of different ages on discrimination they have faced. Conclusions shared in the plenary • Power Point presentation about CEDAW • Participants share their experiences of writing reports on CEDAW. They conduct internet research on questions posed by facilitators, which they present in the plenary • Trainees share challenges faced in their work as Gender Focal Points
	Day 2	Understanding and applying gender analysis methodology, and M&E from a gender perspective	<ul style="list-style-type: none"> • Discussion and exercise on gender analysis • Groups of participants analyse 3-4 case studies, at least one of which focuses on men/masculinities. They share their assessments of these cases in the plenary session • Exercise on results-based management and gender indicators • In groups, participants discuss the “results chain” related to a specific topic, and share their work in the plenary
	Day 3	Understanding resistances Improving communication and negotiation skills on gender equality	<ul style="list-style-type: none"> • “Fish bowl” exercise on how Gender Focal Points address internal and/or external resistances and develop resilience • Lessons learnt session • Strengthening participants’ negotiating skills • Presentation and discussion on output from the online forum • Communications and gender • Presentation on mainstreaming gender in different fields • Exercise to examine key features of an effective message
	Day 4	Appreciating different levels of change	<ul style="list-style-type: none"> • Advocacy / Communications Plan exercise • Participants design an advocacy plan to rally support for their work • UN Tools revision exercise • A review of the UNDAF, UN-SWAP, Scorecards, gender marker, equality seal, etc., led by participants who provide contextualised examples from different institutions and countries • Exercises on communication for change • Role-play to practice communication for change and discussions around change and being an actor of change
	Day 5	Applying what has been learnt	<ul style="list-style-type: none"> • Participants present their action plans and get facilitators’ feedback • Wrap-up, evaluation and certification of participants

Challenges

Challenges	Strategies to overcome these challenges
Some Gender Focal Points are appointed to their position, while others assume it by choice. Although most trainees took part in the course voluntarily, it was mandatory for some. Resistance was encountered either to the training, gender mainstreaming, or to their tasks as Gender Focal Points. For instance, one trainee asked “I just allocate funds – what does that have to do with gender?”	<p>The course sought to overcome resistance by providing concrete examples to illustrate the relevance of gender equality for the work of all UN agencies. Tools such as Gender Markers and the United Nations Country Team Gender Scorecard were also shared.</p> <p>Building a sense of community and support networks between participants encouraged them to learn from those with more experience as Gender Focal Points. This helped to tangibly illustrate why gender equality is important and how it can be furthered by Gender Focal Points.</p>

YELLOW WINDOW: GENDER IN EU-FUNDED RESEARCH (TOOLKIT AND TRAINING PROGRAMME)

Region(s): Europe	Country(ies): Austria, Belgium, Cyprus, Denmark, France, Germany, Hungary, Italy, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom
Organisation(s): Yellow Window	Type of Organisation: Management Consultancy
Timeframe / Duration: 73 days encompassing 73 training sessions; 8 hours per training session	Dates: 2009 – 2010; and 2011 – 2012
Participant profiles: 158 UN System Gender Focal Points (128 women and 16 men); university-level education 30 in 2013 (28 women and 2 men); 36 in 2014 (all women); and 92 in 2015 (78 women and 14 men))	
Facilitator profiles: 1,214 participants (77% women); researchers and others involved in research projects funded under the European Union's Seventh Framework Programme; doctoral-level education	
Funding Source: European Commission, Seventh Framework: Programme Capacities Programme; Host institutions (under the second contract)	Budget: <ul style="list-style-type: none"> • First Contract: 33 training sessions (2009-10) • Second Contract 2: 40 training sessions (2011-12) • Design of training; development and printing of toolkits; website development and hosting; registration management; promotional activities • Salaries and internal coaching of trainers • Travel and accommodation expenses for trainers • Meeting rooms; catering; printing and copying • Quality monitoring; satisfaction evaluation
Contact: lut.Mergaert@yellowwindow.com; gender@yellowwindow.com	
Web page: http://www.yellowwindow.be/genderinresearch/	

Overview

The “Gender in EU-funded Research” Toolkit and Training package was commissioned by the European Commission and developed by Yellow Window, in consortium with the organisations Engender and Genderatwork.¹¹³ Of the two contracts awarded to the project team, the first (2009-2010) involved the design of the Toolkit and training concept, as well as the delivery of 33 training sessions. Under the second contract (2011-2012), 40 further training sessions were delivered. These took the form of one-day interactive workshops, held across 19 European Union Member

States and Switzerland. Research institutions voluntarily applied to host a session, and participants voluntarily registered to attend. The 1,214 participants were professional researchers involved in research projects funded under the Seventh Framework Programme, European Commission National Contact Points, staff of the Directorate General for Research and Innovation and research advisors. The sessions sought to raise their awareness of the importance of gender equality in research; build their capacity to contribute to the Framework Programme’s objectives on gender; and strengthen their advocacy skills for integrating a gender perspective in research.

This case adds to debates surrounding training for gender equality particularly given the reflexivity of the training team, whose acknowledgement of trainer

¹¹³ Under the first contract, Yellow Window worked in consortium with Engender and Genderatwork; under the second contract both organisations were subcontractors.

bias served as a means of overcoming an oppositional relationship between facilitators and participants and enabling a productive two-way dialectic learning process. The project experience and results further suggest that training for gender equality is a useful instrument that can support the European Union's gender mainstreaming approach in the field of research and beyond.

Political context and change project

Following the 1995 Beijing Conference, the European Commission declared its commitment to gender mainstreaming "as a strategy for the promotion of gender equality in all its policies and activities".¹¹⁴ Its 1996 Communication on "Incorporating Equal Opportunities for Women and Men into all Community Policies and Activities" defined its approach as:

- Not restricting efforts to promote equality to the implementation of specific measures to help women, but mobilising all general policies and measures specifically for the purpose of achieving equality.¹¹⁵

This approach was adopted in the policy area of research with the Commission's Fifth Framework Programme (1998-2002), one of a series of funding initiatives to support research in the European Union.¹¹⁶ Under the Sixth Framework Programme (2002-2006), mandatory instruments like Gender Action Plans were introduced to integrate gender concerns into EU-funded projects and support gender mainstreaming.¹¹⁷ Nevertheless, the integration of a gender perspective proved limited. Internal gender monitoring studies held that "actors across FP6 bodies generally did not have the capacity to integrate gender into their activities."¹¹⁸ Moreover, the Programme did not encompass awareness-raising or capacity-building measures for those involved in EU-funded research.¹¹⁹

The Seventh Framework Programme for Research and Technological Development (2007-2013) expressed the commitment that "the integration of the gender dimension and gender equality will be addressed in all areas of research."¹²⁰ Its objectives in this respect were two-fold: equal opportunities for men and women in research; and integrating a gender dimension into research content. Nevertheless, it featured significantly scaled-down policy initiatives to strengthen gender equality. Gender Action Plans were abandoned, gender was presented as an "optional" consideration for research proposals¹²¹, and "gender mainstreaming efforts were largely demoted and weakened without clear justification."¹²² Scholars have outlined how "gender equality objectives were lost" during the transitions from the Sixth to the Seventh Framework Programmes. This is attributed in part to procedural and institutional challenges, such as high-turnover within the Commission, and partly to political factors such as the "discontinuity of political support" for gender equality measures.¹²³ These arguments echo concerns of gender mainstreaming being scaled back in the European Union more broadly, particularly in light of austerity policies following the onset of the global financial crisis.¹²⁴ Limited resources have been shown to negatively affect gender equality measures the world over, as contraction and spending cuts slash budgets for social and support services¹²⁵, and governments are consistently less likely to invest in policy reforms for "social" issues. In this case, tighter budgets at the EU-level appear related to the fact that host organisations were asked to cover some costs under the second training contract (e.g. local travel and accommodation for trainers, a meeting room, catering, printing and copying hand-outs, etc.) so as to reduce the project's expenses. In

114 <http://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>

115 European Commission (1996), p. 2. Available: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:1996:0067:FI:EN:PDF>

116 https://ec.europa.eu/research/energy/pdf/gender_monitoring_study_sustdev_en.pdf

117 <http://www.steunpuntgelijkkansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 223

118 <http://eiop.or.at/eiop/pdf/2014-005.pdf> p. 16

119 <http://www.steunpuntgelijkkansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 224

120 Annex, "Cooperation Programme", Decision No 1982/2006/EC of the European Parliament and of the Council of 18 December 2006 concerning the Seventh Framework Programme of the European Community for research, technological development and demonstration activities (2007-2013)

121 <http://www.steunpuntgelijkkansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 224

122 Lut Mergaert and Emanuela Lombardo, <http://eiop.or.at/eiop/pdf/2014-005.pdf> p. 13-14

123 Mergaert and Minto, p. 52

124 See for instance Rubery (2015) "Austerity and the Future for Gender Equality in Europe": <http://ilrsagepub.com/content/68/4/715>

125 UN Women (2014) *The Global Economic Crisis and Gender Equality*. New York: UN Women. Available: <http://www.unwomen.org/~media/headquarters/attachments/sections/library/publications/2014/theglobaleconomiccrisisandgenderequality-en%20pdf.ashx>

addition, Mergaert and Lombardo (2015) have identified individual and institutional resistance as preventing the effective implementation of the EU's gender mainstreaming approach.¹²⁶

Despite contentions that the Seventh Framework Programme's approach was a result of demands for "simplification" from research institutions, this has been called into question by feminist critiques which point to strong signs that the Commission itself came to favour a "shrunk-down" approach to gender.¹²⁷ Internal monitoring studies argued that researchers tended to view the Action Plans "as a bureaucratic requirement, rather than something of importance for the project."¹²⁸ However, this suggestion is problematized by other sources. For instance, the rapporteur of the Marimon panel of high-level experts reported "experiencing clear pressure from the responsible EC Head of Unit to mention in the [panel's] report that [...] horizontal, cross-cutting concerns and the Gender Action Plans were 'too burdensome' for the research community," despite their belief that the evidence did not fully support this conclusion.¹²⁹ This raises an important question of how gender equality can be made a core issue without being perceived as involving an extra workload for individuals and institutions.

Clearly, the "Gender in EU-funded Research Training and Toolkit" was commissioned against a challenging political backdrop. While it has been regarded as a "stand-alone new form of specific action"¹³⁰, it could also be taken as a response to the difficulties of integrating a gender perspective into research without accompanying measures for developing capacity. Yellow Window, the Antwerp-based management consultancy selected to deliver the training and toolkit package, had been involved in earlier gender equality research for the Commission, such as monitoring studies to gauge progress made on the Sixth Framework Programme. The consultancy's experience in gender

and research¹³¹, and their involvement in initiatives like the EU's QUING-OPERA project on contemporary training for gender equality, put them at the forefront of debates in this field. During the OPERA initiative, they provided feedback on the experience of training to help "counterbalance the inclination of academics for theory-oriented discussions and top-down learning processes, to the expense of more experience driven and bottom-up approaches."¹³² Moreover, they raised the need for policies and strategies which take a coherent approach to gender with the Commission, noting that these are necessary precursors for training to enhance participants' ability to integrate gender considerations into their work.

If such conditions, including management support, are not in place, the institutional context of participants will not accommodate a focus on research that integrates a gender perspective. A single training cannot change that. Moreover, participants will sense the contradiction between the messages delivered by the training and the situation in which they work, provoking frustration and resistance. According to the representative interviewed, as "external" trainers they felt may have had more freedom to express themselves during the sessions than perhaps internal trainers would have had. For instance, it was easier for them to challenge the institutional context, structure and culture, and objectively assess the preconditions for effective gender mainstreaming. Participants may also have felt freer when expressing themselves to an external facilitator. Nevertheless, the representative acknowledged that their knowledge of the institutional context may have been less intimate than that which internal trainers would have had, and their ability to address issues of gender equality with senior management more limited. As such, mixed teams of external and internal facilitators may be better placed to capitalise on these advantages and avoid drawbacks.

126 <http://era.ideasoneuropa.eu/2015/08/03/resistance-implementing-gender-mainstreaming-eu-research-policy/>

127 See for instance Lut Mergaert and Emanuela Lombardo, <http://eiop.or.at/eiop/pdf/2014-005.pdf> and <http://www.steunpuntgelijkekansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf>

128 p. 24 https://ec.europa.eu/research/science-society/document_library/pdf_06/gender-monitoring-studies-synthesis-report_en.pdf

129 <http://eiop.or.at/eiop/pdf/2014-005.pdf> p. 11

130 <http://www.steunpuntgelijkekansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 225

131 <http://www.yellowwindow.com/en/work/policy/>

132 http://www.quing.eu/files/results/final_opera_report.pdf p. 10

Pedagogical approach

Yellow Window employed a “peer review” and “action learning” approach to monitor and enhance the training. Peer review involved facilitators attending each other’s trainings, especially in the initial phases of the initiative. They did so both to support one another, for instance by assisting participants during group exercises, as well as to observe and facilitate quality control. As observers, they were better placed to assess participants’ body language and non-verbal communication. They could gauge when messages came across well or were misunderstood, and when more time could usefully be spent on a topic. Following each session, the team discussed these observations and decided how best to adapt future sessions in order to make the best of each one-day intervention. For instance, the case exercises used initially in the sessions dealt with the disciplines from which the trainees were drawn. However, the facilitators soon found that it worked well to provide cases from other disciplines as well. In a way, it was more revealing for participants to realise that they could see the relevance of gender in places that were totally unfamiliar to them. This reassured participants that they had really learned something in the training. In addition to peer review, feedback from trainees and host organisations, gathered via discussions and questionnaires, was integral to the adaptation process. By monitoring whether the sessions were responding to participants’ needs, and reflecting on how they could do so more effectively, the format and content were continuously improved “along the way”. During the first contract, insights from the OPERA project in which Yellow Window was involved convinced them to “privilege a multiplier format”, focusing on advocacy skills and dealing with resistance, over a “research community format”, involving work on actual documents.¹³³ This was also influenced by input from participants and host organisations, which highlighted the need for more of a focus on advocacy skills.

Also key was the training’s use of an “action learning” approach. Although understandings of action learning vary, it is broadly taken to signify a method “based upon small groups of colleagues meeting over time to tackle real problems or issues [...] reflecting and learning with and from their experience and from each other.”¹³⁴ In addition to group exercises, participants were invited

¹³³ http://www.quing.eu/files/results/final_opera_report.pdf p. 39

¹³⁴ Edmonstone, J. (2003) *The Action Learner’s Toolkit*. Aldershot, UK: Gower.

to discuss their own research projects and how gender issues relate to these. The knowledge they gained by engaging with one another and critically reflecting on the training materials in an interactive manner was central to the learning process. Interactive learning techniques were selected as they were deemed “the most efficient and effective method for adult learning” and given Yellow Window’s understanding that “learning can only be optimized if trainees participate actively, and thus say and do themselves during the training what they are supposed to learn.”¹³⁵

Moreover, the trainer and trainees were understood to learn from one another in a two-way, dialectic process. A balance was struck between promoting a particular understanding of gender equality and trying to challenge assumptions held by participants, on the one hand, and being open to discussing their distinct views, on the other. In this regard, reflexivity was key. This not only refers to reflection, such as the adaptations of the training based on the facilitators’ reflections of what went well and what didn’t, but also to a means of “respond[ing] to power inequalities”, in this case between trainers and trainees, “that cannot necessarily be overcome, undone or even predicted, but which can be thought about and acted upon.”¹³⁶ For example, the training team appreciated that trainers, like all individuals, view reality subjectively, filtering it through the lens of their own biases. These are shaped by the fact that trainers for gender equality are often women and, most likely, feminists.¹³⁷ The facilitators were guided by the understanding that:

- Denying your bias will not be productive. The best possible strategy is to address your own bias as a trainer and make it work for you. If a trainer admits to and illustrates her bias, trainer and trainee step out of an oppositional relationship and chances are higher trainees will also start to recognise their own biases.¹³⁸

While acknowledging the trainers’ biases, the training adopted a “pragmatic non-ideological strategy”. Gender equality was treated as a policy goal for trainees. The

¹³⁵ <http://www.steunpuntgelijkkansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 227

¹³⁶ Bondi, L. (2009) “Teaching Reflexivity: Undoing or Reinscribing Habits of Gender?”, *Journal of Geography in Higher Education*, 33(3), 327–337, p. 328

¹³⁷ <http://www.steunpuntgelijkkansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 229

¹³⁸ <http://www.steunpuntgelijkkansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 229

training recognised that participants “have a professional duty to apply gender mainstreaming and they are not obliged to agree with all feminist claims they rightly or wrongly assume are part of present-day feminism.”¹³⁹ This deflected resistance based on the perception that the training was making “feminist” claims (discussed further below), a term which is deeply misunderstood and can elicit prejudice.

The approach also sought to balance theory and practicality, emphasising the relevance of the approach for participants’ work, and its day-to-day application. While discussions of theory were retained in light of the academic qualifications of the audience, care was taken to alternate between practical and theoretical content. This was important as the participants, despite their similar academic backgrounds, varied greatly in terms of their knowledge of gender. For example “a more practical approach” to “the use of gender mainstreaming vocabulary” was preferred as “jargon”, such as acronyms, was felt to be detrimental to the process of knowledge transfer.¹⁴⁰

Gender equality results and outcomes

During the sessions, trainers consistently observed how “the light went on” in trainees’ faces as the training’s key messages began to sink in. Participants reported increased awareness, strengthened advocacy skills, and enhanced capacity to integrate gender concerns into research content and to promote gender balance within research teams. Specifically, it increased their understanding of gender inequalities as a social construct; the fact that gender is more than a “women’s issue”; the distinction between equal opportunities and the gender relevance of research topics; how considering gender equality in research contributes to its quality; the relevance of gender issues throughout the research cycle and in specific research domains; and how research can practically be made “gender sensitive”¹⁴¹. The development of their

advocacy skills equipped trainees to convince others of the importance of working in a gender sensitive manner, acquainting them with arguments to use and how to address and overcome resistance. This soon gave rise to multiplier effects which helped to institutionalise knowledge from the training. For instance, many participants became “change agents”, i.e. passing on knowledge within their project teams, to other researchers, colleagues in their fields or departments, and students. Follow-up activities were also undertaken by research institutions, such as the translation of the Toolkit into Spanish, upon the initiative of the Spanish Ministry for Science and Innovation, and into French at the request of a Canadian institution wishing to use it for their own training initiatives.

Notable tools and methods

Interactive methods used by the training combined cognitive (knowledge-based) and inductive (experience-based) elements. Each training encompassed short, succinct sessions featuring exercises designed to provoke critical reflection, discussion, and debate. The Toolkit, which remains available to download, was distributed to participants at each session. Featuring a general module and 9 discipline-specific modules, it explores how gender issues are interwoven with all aspects of research; how the gender dimension of research content contributes to excellence; and how this is visible in concrete examples from specific research fields.

Exercises included, for instance, participants reflecting on the reactions or objections they felt they would encounter upon explaining what they had learned during this training to their colleagues and superiors. They identified a range of possible reactions in small groups, before brainstorming ways to respond. This enabled them to practice their responses amongst themselves, via a form of role-playing, before presenting these to the group at large. In this way, participants became more comfortable about raising the issue of gender equality amongst their peers, while enhancing their communication, negotiation, and advocacy skills. Similarly, tools such as the “Reconstruction Exercise”, outlined below, helped participants interactively reflect on how they themselves could integrate gender issues into research. Such methods were intended to help search for a “trigger moment”, where the training

¹³⁹ <http://www.steunpuntgelijkekansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 229

¹⁴⁰ http://www.quing.eu/files/results/final_opera_report.pdf p. 54

¹⁴¹ Gender sensitive research does not focus on women exclusively, but rather acknowledges that men and women have different socially ascribed roles and responsibilities that directly affect their status in the society. The promotion of this approach raises the question of whether training for gender equality should seek to promote gender sensitive, gender responsive, or gender transformative approaches.

“becomes ‘an experience’ in which eye-openers serve as bridges that trainees can take with them to their professional context”.¹⁴⁴

Reconstruction Exercise

- Participants are presented a diagram indicating the principal steps in the research cycle. They are divided into small groups and asked to generate as many ideas as possible about how scientific research can take into account gender differences, as well as how it can actively promote gender equality.
- The groups note down their ideas in relation to the research cycle on cards, using the basic questions of what, who, when and how.
- Each small group presents its cards to the larger group, which are then fixed to a whiteboard and organised in relation to the cycle. The smaller groups explain their ideas and are asked questions by other participants. These ideas are then discussed among the larger group.
- In this way, participants learned by themselves posing an approach to integrating gender concerns into a specific research area, working out the logic behind their ideas themselves, and better understood the role they could play in contributing to greater gender equality in research.

Session	Objectives	Content/Exercises
Morning session	Introducing gender in research and understanding how to make research gender sensitive	<ul style="list-style-type: none"> • Short ex-ante questionnaire completed by participants to assess their knowledge on gender • Group discussion of trainees’ expectations for the day • Discussions to introduce the concept of gender in research • Discussions on how to make research gender sensitive
Afternoon session	Analysing practical examples from 2-3 specific research fields (adapted according to the backgrounds of participants) to see how research can be made gender sensitive	<ul style="list-style-type: none"> • Practical group exercises analysing case studies based on actual EU-funded research projects • Exercises to build advocacy skills, e.g. discussions of what kind of reactions participants expected to face when relating their experience in the training to colleagues and superiors, and how they could respond to these reactions • Group discussion of whether the participants expectations were met by the training and what could be improved in future • Exit questionnaire to ascertain participants’ satisfaction with the training and their suggestions

Challenges

Challenges	Strategies to overcome these challenges
<p>Individual resistance was encountered, e.g. when participants, notably from “hard” sectors (energy, transport, etc.), did not see the relevance of gender for their work, or when they experienced frustration/a sense of “incapacity” if they felt they would not be able to implement what they had learnt because of their institutions’ organisational culture. Resistance also related to biases against feminism and confusion about what gender mainstreaming actually entails.</p>	<p>The trainers were skilled in addressing resistances. They focused on understanding the reasons for resistance and used this to determine appropriate responses. For instance, the module on advocacy encouraged trainees to devise strategies to “counter” dismissive reactions within their institutional cultures.</p> <p>The trainers reflexively acknowledged their own biases, thus encouraging trainees to recognise their biases against feminism. Arguments were based on trustworthy sources and factual evidence to avoid claims that could seem “ideologically feminist”. Practical examples enhanced trainees’ understandings of gender mainstreaming and gender equality in research.</p> <p>Voluntary registration, by trainees and host institutions, minimised individual and institutional resistance that can be evoked when actors are obliged to participate in training. Efforts to promote the training by the project team and host organisations contributed to participants’ interest in attending.</p>
<p>The reduced focus on gender equality in the Seventh Framework Programme posed a challenge by casting the training as a stand-alone initiative, as opposed to one part of a wider change strategy. As noted by Yellow Window, training alone cannot effect change. It must be coupled with other measures and policies.</p>	<p>In their discussions with the Commission, Yellow Window underlined the need for policies/ strategies with a coherent approach to gender, within which training can only play a part. These are required both at the EU-level and the level of host institutions. Such measures are necessary precursors for training to meaningfully enhance participants’ ability to integrate gender considerations into their research and every day activities.</p>

¹⁴² <http://www.steunpuntgelijkekansen.be/wp-content/uploads/11.39-Equal-is-not-enough.pdf> p. 228

“We cannot say that one training is going to change the world. But at least participants have seen a different edge to gender equality.

I think that over time, with replication, it will make a real difference.”

Mehrinaz El Awady
ESCWA Senior UN-SWAP Coordinator

“A good practice is something
that helps participants relate to
their own gendered socialisations
and realise how one strand of
patriarchy reinforces the other.
At the same time, it makes
the participants realise that things
can be changed”

Shipra Deo
Gender Advisor/Trainer, Sunhara India
Programme, ASI

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