

GENDER EQUALITY TRAINING

Gender Mainstreaming Toolkit



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The European Institute for Gender Equality created the online Platform on Gender Mainstreaming to support the EU institutions and governmental bodies with the integration of a gender perspective in their work. The Platform provides insights on the relevance of gender in a variety of policy areas and offers online tools for gender mainstreaming.

The Platform helps to improve individual and institutional competences to mainstream gender into the different sectorial areas and throughout the different stages of the development of any policy/programme/project. Understanding how to design, plan, implement, monitor and evaluate policies from a gender perspective will strengthen EU policies, increasing their societal relevance and responsiveness.



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European Institute for Gender Equality

The European Institute for Gender Equality (EIGE) is the EU knowledge centre on gender equality. EIGE supports policy makers and all relevant institutions in their efforts to make equality between women and men a reality for all Europeans by providing them with specific expertise and comparable and reliable data on gender equality in Europe.

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1. Approach to gender equality training (GET)

1.1 Introduction

The ultimate goal of gender mainstreaming is advancing gender equality. Integrating gender concerns in policy decisions and their practical implementation is the responsibility of public authorities and institutions. Gender training makes a difference. If implemented systematically it facilitates more efficient actions towards gender equality and a positive change in the attitudes of policymakers.

Positive examples of institutional commitments to gender training exist in some EU Member States. However, EIGE's research ⁽¹⁾ shows that insufficient gender knowledge and skills is one of the main obstacles to a successful implementation of gender mainstreaming in the EU. Civil servants are more likely to consider gender aspects in their work if they are trained in this area and are convinced that this is important.

This gender equality training tool is designed to stimulate investment in the gender equality skills of policymakers and public administration employees and to facilitate the process of designing effective gender equality training. The guidelines provide a set of standards to commission effective gender equality training. Whereas previous studies focus on the content of gender equality training or the profile of gender equality trainers, these guidelines consider the specific role and needs of commissioning authorities at different stages of the gender competence development process.

Commissioning authorities should be aware of the benefits of training activities, but be realistic about their limits too. The aim of gender equality training is not to transform participants into gender experts, but to make them more aware of the relevance of gender in their work and to help them identify the appropriate tools to be used when mainstreaming gender.

1.2 What is gender equality training?

Gender equality training (GET) provides participant(s) with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country.

In order to effectively mainstream gender, civil servants should be able to:

- identify gender inequalities and gender gaps in their field of activity;
- define gender equality objectives;
- take account of gender when planning and implementing policies;
- monitor progress;
- evaluate programmes from a gender perspective.

All these actions require adequate theoretical knowledge, practical skills and sometimes also a change in attitude and behaviour. Recognising that no political or organisational practice is gender neutral is a learning process.

A well-designed legal and institutional framework and good organisational management are essential for gender mainstreaming to bring about the expected results. But it is equally important to equip individual staff members with the understanding and tools that will enable them to perform their gender-mainstreaming duties well. This is where gender equality competence development comes into play as one of the most essential components of a gender-mainstreaming strategy.

As defined by UN Women, gender equality training is a 'tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development' ⁽²⁾. Gender equality train-

¹ EIGE, 'Mapping gender training in the European Union and Croatia for the European Institute of Gender Equality synthesis report', 2013 (http://eige.europa.eu/rdc/library/resource/EUC_ALE000651720).

² UN Women (2014), Transformation through training for gender equality (http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2015/training%20center_anual_report_2014_final.pdf?v=1&d=20150922T191037).

ing is not a goal in itself, or a single tool to implement gender mainstreaming. It is part of a wider set of tools, instruments and strategies. Gender equality training should be incorporated into a continuous and long-term process.

Nevertheless, gender equality training is an important component of the gender-mainstreaming strategy, and is recognised as such by several international and European instruments on gender equality.

1.3 Basic terms and definitions ⁽³⁾

Commissioning authority

A commissioning authority is a person or body responsible for the planning, delivery and funding of the gender equality competence development activity.

Gender equality competence

Gender equality competence aims at changing gendered perspectives on the roles of women and men, countering gender-related stereotypes and creating a more equal society, by helping both women and men advance towards the concrete implementation of gender equality in their daily lives and work. Gender equality competence development initiatives, such as gender equality training, should help both women and men question and address the gendered and unequal distribution of power between women and men ⁽⁴⁾. These activities have a transformative objective and seek to foster changes in people's behaviour and attitudes.

Gender equality competence in public policies

Gender equality competence in public policies refers to the skills, attributes and behaviours that people need in order to mainstream gender effectively. It requires recognition that no political and organisational action is gender neutral and that women and men are affected by policies in different ways. It implies theoretical knowledge on gender-related concepts and practical knowledge of the various tools that can be used to mainstream gender. It is not about 'women's issues' only, but seeks to foster reflection on the stereotypes and gendered roles of both women and men, with the aim of understanding what constraints hinder real equality. To date, a number of efforts have been made to develop gender competence within public policy organisations.

³ For a more comprehensive list and definitions of gender equality-related terms please see EIGE's concepts and definitions (<http://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>).

⁴ UN Women (2014), Transformation through training for gender equality (http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2015/training%20center_anual_report_2014_final.pdf?v=1&d=20150922T191037).

Gender equality competence development

Gender equality competence development is a term broader than gender equality training, as it is understood to include a wide range of different educational tools and processes, including:

- face-to-face training events and courses of study;
- staff induction programmes;
- online modules;
- guidance materials and compendia of resources;
- networks for sharing expertise.

At the organisational level, gender competence can be acquired through a specific learning process that includes the following aspects:

- **Human resource development:** This equips individuals with the knowledge, understanding, skills and access to information and training that enable them to perform their gender-mainstreaming responsibilities in their daily work, reflect on the impact of gender on their life in general and challenge the status quo.
- **Organisational development:** This creates management structures, processes and procedures that facilitate gender mainstreaming, both within the organisation and in its relationships with different organisations and sectors (public, private and community).
- **Institutional and legal framework development:** This makes legal and regulatory changes that enable organisations, at all levels and in all sectors, to enhance their capacities.

1.4 Why invest in gender equality training?

EIGE's research provides evidence of the effectiveness of gender training at an individual, organisational and societal level. If it meets certain quality conditions, gender training facilitates a positive change in the policymaking process and more effective gender equality policy implementation. The long-term impact of gender equality training should enable the narrowing of gender gaps in different policy areas.

EIGE's research provides in-depth analysis of the conditions to be met for gender training in order to bring about its desired outcomes. It shows that training must be institutionalised, systematic and of a high quality if it is to bring about long-term and effective change.

Even if there are individual successes, training rarely has a significant impact for the whole organisation unless the working culture of the organisation becomes gender aware. The aim of training therefore should be to build gender-aware everyday working practices and collective norms. It is necessary to transform the attitudes that un-



derpin actions and to encourage actions that stimulate a change in attitudes. In practice this means that there should be the following:

- **A change in attitudes supporting gender equality:** Staff should understand the relevance and importance of gender equality to their institutional/policy objectives.
- **Concrete methods to integrate gender into the policy cycle:** Staff should know how and when to use gender-mainstreaming tools so that they can take account of gender in everyday work.

Good gender training makes a clear connection between gender equality and the everyday work of staff, taking into account individual circumstances and areas of responsibility.

What are the benefits of gender equality training?

Gender equality training helps to overcome gender knowledge gaps. The effectiveness of gender equality training is related to its transformative outcomes. It refers to impacts brought about by training programmes at an individual, organisational and wider societal level.

Immediate training effects can be defined as the reactions of individuals to the training. They can be measured at the individual level in terms of knowledge, skill acquisition and level of awareness attributed to the training.

Intermediate training outcomes relate to the measurable change in working practices as a result of attending a training programme. They provide evidence that individuals learnt from the training experience and apply that knowledge in practice within their organisation.

Long-term impacts are the final, high-level effects of the training, often understood as 'societal goods'. Long-term impacts are usually related to the promotion of gender equality in society.

What needs and gaps can gender equality training overcome?

Individual level — Gender stereotyping by individuals results in an inability to acknowledge gender inequalities and a failure to notice the different impact that policies have on women and men.

Institutional level — Gender-blind institutions fail to address gender-related concerns of their employees and of the community that they serve.

Social level — Gender-blind policymaking fails to address gender related aspects of the developed policies, programmes and projects and, in turn, fails to achieve gender mainstreaming and equality objectives in society.

What changes can gender equality make?

Individual level — It improves civil servants' ability to recognise and take account of gender issues in their own work.

Institutional level — Concerns of women and men are taken into account, leading to better-informed policies and decision-making, as well as improved organisational practices.

Social level — More informed civil servants provide improved services that aim at reducing gender inequalities in different policy areas.

Gender training makes a difference. If implemented systematically it facilitates more efficient actions and a positive change in the attitudes of policymakers.

1.5 Who is the guide for?

This online tool is designed to stimulate investment in improving the gender equality skills of public administration employees and to facilitate the process of designing effective gender equality training.

As gender equality training is a tool for gender mainstreaming, civil servants working for governmental, regional or local offices, departments or ministries tasked with integration of a gender perspective into any policy, programme or project should be recipients of gender equality training.

Gender equality training provides participant(s) with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country.

Commitment to gender equality requires that people in charge know what needs to be done and how to do it. Training improves knowledge. The challenge is to organise and use knowledge in ways that make a difference.

The European Union advocates gender mainstreaming, but this must be reinforced with a legal commitment at the Member State level. Individual institutions must also take their share of responsibility. The achievement of gender mainstreaming requires the development of comprehensive strategies to build the gender competence of policymakers. Training and learning need to become a natural part of gender equality work.

The role of civil servants in implementing gender mainstreaming

Public policies have different impacts on women and men, due to an unequal distribution of power and resources and the existence of gender stereotypes concerning women's and men's roles in society. People working in national administrations in charge of developing and implementing these public policies should be aware that their decisions and actions can have different outcomes for women and men.

Lack of gender knowledge among civil servants can have several consequences, including:

- unequal allocation of resources between women and men, by prioritising programmes and policies that are not addressing women's and men's issues equally;
- gender-blind policies and programmes that might — in some cases — unintentionally maintain or reinforce gender inequalities or indirect discrimination.

A gender-blind analysis does not take gender into account in the assessment or the evaluation of a policy or programme.

Gender is a determinant in the social and economic outcomes of a programme or a policy for women and men.

At the international level, several key documents on both gender equality and women's rights refer to the need to develop the gender competence of civil servants and policymakers. They include the following:

- The Convention on the Elimination of All Forms of Discrimination against Women, which stresses the need to increase knowledge on discrimination against women.
- The Beijing Platform for Action (BPfA) addresses the topic of gender equality competence development for policymakers and civil servants in nine of its 12 areas of concerns. Gender equality competence development is an important component of the strategic objectives of Area H on institutional mechanisms for the advancement of women. This critical area aims to guarantee the capacity for effective policy development to achieve gender equality and is closely linked to the gender-mainstreaming strategy. Area H's first strategic objective aims to 'create or strengthen national machineries and other governmental bodies', and advises governments to take a set of actions, such as 'provid[ing] staff training in designing and analysing data from a gender perspective'. Strategic objective H2 calls on national bodies in charge of gender equality policies to 'provide training and advisory assistance to government agencies in order to integrate a gender perspective in their policies and programmes' ⁽⁵⁾.
- At EU level, the Council's conclusions on the effectiveness of institutional mechanisms for the advancement of women and gender equality, adopted on 10 December 2013, reaffirmed the obligation of Member States to mainstream gender equality in all policy areas and at all stages of the policymaking cycle. It emphasised the need to develop, disseminate and promote the use of 'easily applicable gender-mainstreaming tools and methods' such as gender equality training. The Council called on Member States to conduct regular gender equality training tailored to the specific needs of civil

servants in order to develop and strengthen their gender equality expertise ⁽⁶⁾.

- A specific initiative, the Madrid Declaration on Advancing Gender+ Training in Theory and Practice ⁽⁷⁾, gathered members of the gender-training community (gender trainers, commissioners and training experts) and established a set of recommendations regarding the positioning, content, methods and knowledge sharing around gender+ training.

⁵ For additional information on gender equality competence development in the framework of the BPfA, please refer to the UN Women Training Centre concept note 'Training for Gender Equality and Beijing+20' (http://gtcop.unwomen.org/index.php?option=com_community&view=groups&task=view_group&groupid=68&Itemid=13&lang=en).

⁶ Council conclusions on the effectiveness of institutional mechanisms for the advancement of women and gender equality, adopted on 10 December 2013 (http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/139978.pdf).

⁷ See www.quing.eu/files/madrid_declaration.pdf

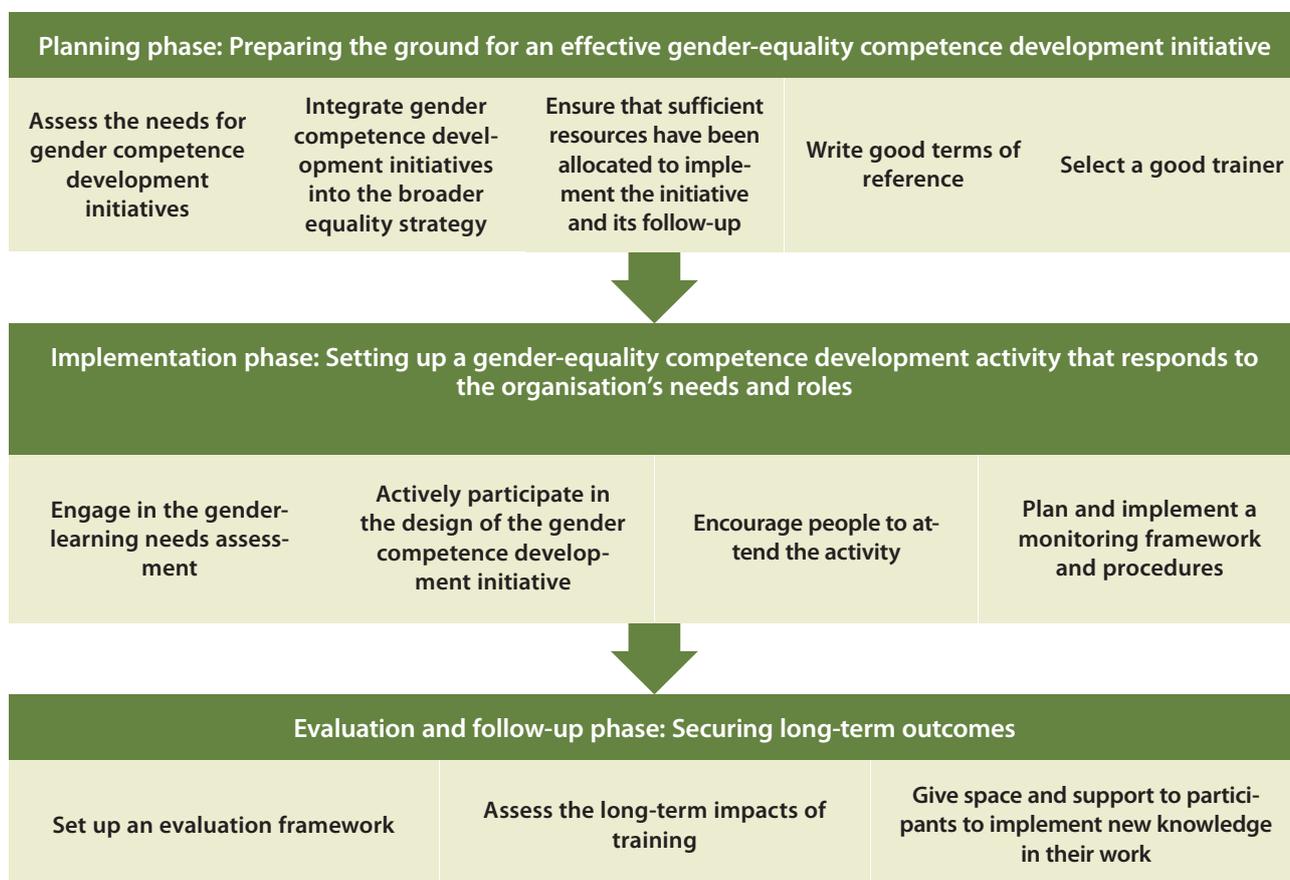
2. Guiding principles:

A step-by-step guide for commissioning authorities on how to ensure the quality of gender equality competence development initiatives

These guiding principles present the minimum standards to be followed if institutions wish to design effective skills development interventions. They are aimed at authorities that commission gender equality training, as well as their respective staff.

Commissioning authorities play a key role in planning, implementing, monitoring and evaluating gender equal-

ity competence development initiatives. These guidelines do not promote a one-size-fits-all approach, instead they summarise the necessary common denominators for all gender equality competence development initiatives. Taking into account the specific roles and needs of the commissioning authorities, these guidelines offer specific guidance for each stage of the process.



2.1 Planning phase

Preparing the ground for an effective gender equality competence development initiative

The planning phase is extremely important. This is the time to make key decisions on the frequency, monitoring and follow-up of the competence development initiatives, as well as to select a gender equality trainer with appropriate knowledge and experience. Buy-in by the organisation's management is a key prerequisite to ensure the smooth planning, implementation and evaluation and follow-up phases of gender equality competence development initiatives.

When planning gender competence development activities, authorities commissioning the training should take the following steps:

- **Step 1** — Assess the need for (regular) gender competence development initiatives in the organisation.
- **Step 2** — Integrate gender competence development initiatives into the broader equality strategy of the organisation.
- **Step 3** — Ensure that sufficient resources have been allocated to implement the initiative and its follow-up.
- **Step 4** — Prepare terms of reference carefully.
- **Step 5** — Select a trainer with competencies, skills and knowledge relevant to the organisation.

Each of these steps is explained below.

Step 1. Assess the need for (regular) gender competence development initiatives in the organisation

Prior to commissioning gender competence development activities, the organisation should identify what changes it expects and what it wants to achieve through training. This will assist in selecting the most suitable form of gender equality competence development initiative.

To identify the specific needs of the organisation, the person/department in charge of commissioning training should first perform (or commission, if necessary) a gender organisational assessment.

*'A **gender organisational assessment** is a critical evaluation of the strengths and weaknesses of an institution's systems; operations; programmes and policies, as well as an assessment of existing constraints and opportunities within an organisation to comply with political commitments to gender mainstreaming at the level of the organization, work unit and individual' (8).*

The gender organisational assessment should provide the organisation with information on the areas where action is most needed, and guide the implementation of processes and procedures to support gender mainstreaming, such as the establishment of 'a gender structure (e.g. gender focal point, gender working group), a gender strategy, an engendered monitoring and evaluation system, engendered reporting, gender training, technical training of women, key performance indicators for staff on gender mainstreaming, an engendered communication strategy, etc.'

The gender organisational assessment should also serve to identify potential organisational challenges and resistance among staff.

The gender organisation assessment is also useful to determine what gender equality competence development is the most suitable for the needs of the organisation (9).

Step 2. Integrate gender competence development initiatives into a broader strategy for gender equality

Based upon the gender organisational assessment, the organisation needs to plan the objectives, rationale, inputs, outputs, outcomes and impacts that are expected from an initiative at individual, organisational and wider societal level.

These should be closely linked to the overall equality objectives of the organisation, either as defined in its equality strategy or in its internal policy for gender equality and equal opportunity.

Prior to implementation of the training, the organisation should 'build the case' for gender equality and gender mainstreaming into the organisation itself, through formal and informal institutionalisation.

⁸ Norwegian Agency for Development Cooperation, Gender organisational assessment: Assessing the capacity of energy sector organisations to mainstream gender (<http://www.norad.no/en/thematic-areas/energy/gender-in-energy>).

⁹ Hunt, Juliet, 'Understanding gender equality in organisations: A tool for assessment and action', Development Bulletin, March 2000 (<https://www.google.lt/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiWnIHPTerK-AhVnKpoKHUu7CKUQFggeMAA&url=http%3A%2F%2Fwww.inclusivewash.org.au%2FLiteratureRetrieve.aspx%3FID%3D68102&usg=AFQjCNFRBdL6AX-Cj9EccYz5ycP0NfcgH2Q&sig2=izTmznTQKfDK2J1iRyagpw&cad=rja>).



Institutionalisation refers to the process of formalising the gender equality strategy within the organisation, through a set of institutional commitments and policy documents, obligations and procedures making gender mainstreaming a staff requirement and emphasising the need to train the organisation's employees about this requirement.

The potential measures strengthening the institutionalisation of gender mainstreaming include:

- adopting and disseminating an equality plan;
- including a gender perspective in the communication strategy of the organisation (both internal and external communication);
- including gender equality objectives in the organisation's work programme and staff competency assessment;
- promoting gender-aware behaviour among staff.

Gender equality should be made explicit in the missions and goals of the organisation in order to ensure that any resource investment (financial, time or human) to strengthen staff gender equality competences will have legitimacy.

Including gender mainstreaming in the general and specific goals of the organisation might also be useful to reduce staff's resistance to gender equality training (see Step 8 for additional information on the importance of tackling resistance).

Step 3. Ensure that sufficient resources have been allocated to implement the initiative and plan a follow-up strategy

One-off sessions are rarely enough on their own to provide participants with the necessary knowledge and tools to effectively mainstream gender. Gender competence development needs to be understood as an ongoing and

long-term process. Resources (human and financial) need to be put in place to ensure that training is provided on an ongoing basis. This includes resources to support staff participation in the training, the allocation of sufficient time to allow them to attend the training and an adequate budget for the development, delivery, monitoring, evaluation and follow-up of the programme.

Steps 2 and 3 are closely linked, as the allocation of resources to gender equality training will depend on its level of institutionalisation in the organisation. If gender equality, and more specifically gender mainstreaming, have been included in the goals of the organisation, the allocation of resources will be legitimised and this will ensure the sustainability of the activities.

Step 4. Draft clear and relevant terms of reference (checklist)

In order to find the relevant expertise and develop effective gender equality training, commissioning authorities should carefully develop their terms of reference, taking into account the mandate of their organisation, its needs and the findings from the gender organisational assessment. It is recommended that an internal or external gender expert assist in such task.

The box below provides a non-exhaustive list of the items that should be present in the tenders for training.

Checklist for drafting clear and relevant terms of reference for gender equality training

1. Present the organisation:	
<input checked="" type="checkbox"/>	clearly explain the nature, purpose and areas of work of the organisation;
<input checked="" type="checkbox"/>	present its programmes and activities succinctly;
<input checked="" type="checkbox"/>	clearly explain the rationale for commissioning training.
2. Explain what is expected from the gender trainer.	
The trainer(s) will be expected to:	
<input checked="" type="checkbox"/>	conduct needs assessment at organisational level to assess the organisation's efforts to mainstream gender;
<input checked="" type="checkbox"/>	conduct interviews with programme managers, project officers and employees;
<input checked="" type="checkbox"/>	assess and determine the gender content of the organisation's current programmes and projects;
<input checked="" type="checkbox"/>	conduct a gender competence needs assessment (via interviews, staff survey, etc.);
<input checked="" type="checkbox"/>	develop a training methodology that meets the needs of the participants;
<input checked="" type="checkbox"/>	develop training content in cooperation with the persons in charge of gender equality competence development in the organisation;
<input checked="" type="checkbox"/>	deliver training activities;
<input checked="" type="checkbox"/>	upon completion of the training activities, evaluate their effectiveness and make recommendations for improvement;
<input checked="" type="checkbox"/>	contribute to the development of follow-up activities/tools and assist participants in formulating a follow-up plan.
3. Identify what tools/methods should be more extensively presented by the trainers in their proposal, including:	
<input checked="" type="checkbox"/>	organisational needs assessment methodology;
<input checked="" type="checkbox"/>	gender-learning needs assessment methodology;
<input checked="" type="checkbox"/>	a proposal on training methodology and content, based upon the information provided by the organisation;
<input checked="" type="checkbox"/>	a strategy to address resistance among participants;
<input checked="" type="checkbox"/>	an evaluation framework template;
<input checked="" type="checkbox"/>	a proposal for ensuring the sustainability of the activities via follow-up activities and/or tools.

Step 5. Select a trainer with competencies, skills and knowledge relevant to your organisation

When looking at a trainer's curriculum vitae, commissioning authorities should ensure that their knowledge, skills and

competencies match the needs of the organisation. Gender equality practitioners may have different backgrounds.

In some Member States, commissioning authorities can rely on existing national qualification standards for gender professionals, where they exist, to assess the relevance of a trainer's background.

In some countries, a formal curriculum for gender trainers exists in academia. In other countries, training of trainers (T-o-T) programmes have been considered as an

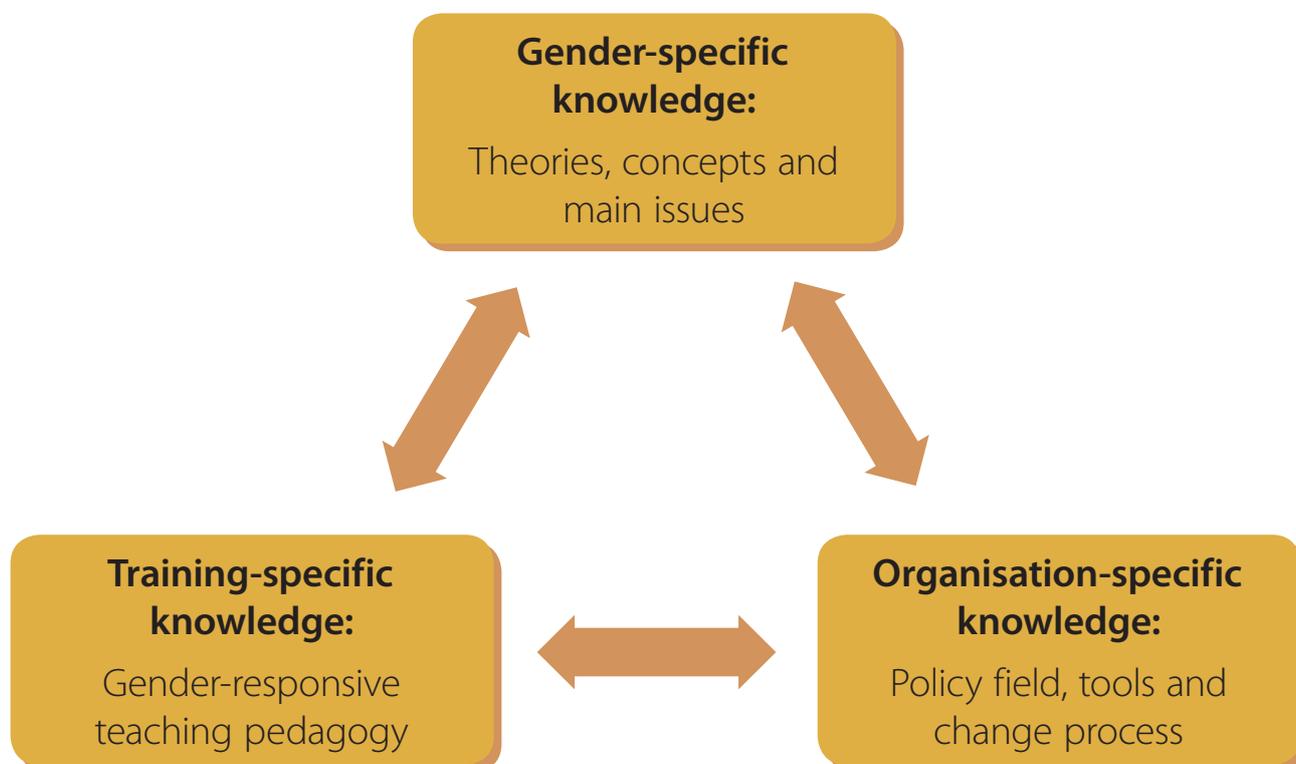


effective way to ensure that trainers possess the relevant and up-to-date skills required to transmit knowledge.

and skills that a gender equality trainer should possess.

Despite variations in accreditation procedures, there is common agreement on the knowledge, competence

Gender equality trainers should have a triangular set of competences, as shown in the graphic below.



Checklist: Selection of a gender equality trainer

1. Gender-specific knowledge

- Sound knowledge of gender theories and concepts**
Trainers should have in-depth knowledge of gender theories and concepts. They should be able to go beyond a purely technical understanding of gender mainstreaming, to allow for a real transformative process.
- In-depth and up-to-date knowledge of gender issues**
Trainers need to demonstrate an understanding of the effects of gender on society in general and on specific policy areas.
- Appropriate knowledge of the international, national and legal framework for gender equality**
Gender trainers are able to appropriately frame their knowledge in the legal context in which participants' work takes place.

2. Gender-responsive teaching skills/pedagogy

- Link gender knowledge to training practice**
The gender equality trainer is expected to help participants gain knowledge and experience rather than be a teacher/expert. The expertise of participants should be recognised in order for training to be a two-way process and to help create ownership among participants.

Possess experience in needs assessment from a gender perspective, and in the design, implementation and delivery of training on gender issues

- ☑ Gender equality trainers should have a breadth of skills. They should be able to analyse the needs of an organisation and develop relevant gender equality training modules as well as facilitation and pedagogical skills, whether formally or informally acquired. All these skills are essential to the success of the gender competence development initiative.

Use gender-sensitive language and gender-sensitive materials

- ☑ Gender practitioners should demonstrate coherence between the content of their message and the way it is delivered, by communicating in a gender-sensitive way and using gender-sensitive training material.

Have a strategy to challenge participants' resistance and prejudices regarding gender issues, reflecting on their own practice

- ☑ Trainers should be able to approach people and identify, assess and address resistance linked to gender-related issues. They should possess skills to deal with individual and group resistance to gender equality theory and changes. Trainers should demonstrate empathy, creativity, flexibility and responsiveness. They should strive to empower participants, without judging them. Gender trainers should help others to put on their gender glasses, allowing them to start their own reflective learning and change process.

Develop and effectively use a monitoring and self-evaluation framework

- ☑ The satisfaction of participants and outputs and also the trainer's own practices and skills need to be systematically measured to have a clear view of what has been achieved and the issues that need to be addressed in future training programmes.

3. Knowledge of policy field/organisation**Possess knowledge of the organisational change process**

- ☑ Trainers require knowledge of the organisational change processes and conflict-management concepts and tools used as part of this process of change.

Adapt curriculum to participants' skills, needs and areas of work

- ☑ Gender trainers are able to identify participants' needs and to develop or adapt the content of training to their policy area of work. They should have the capacity to observe and detect issues and gendered dynamics that might not have been detected during the needs analysis phase.

Possess knowledge of the tools used to mainstream gender equality in the organisation's policies and programmes

- ☑ Trainers should have specific expertise in the types of gender analytical tools used to mainstream gender into public policies, such as gender budgeting, gender impact assessments and gender analysis.

EIGE's database of gender equality trainers offers a pool of more than 200 active training providers from 28 EU Member States who:

- have both technical and practical expertise in various policy areas, including education and training, employment and social affairs, violence or gender stereotypes;
- are proficient in tools such as gender analysis, gender statistics and indicators, tools development, gender impact assessment, gender budgeting, project planning, policy development and reform, or monitoring and evaluation.

2.2 Implementation phase

Setting up a gender equality competence development activity that responds to the organisation's needs and roles

Commissioning authorities should not only participate in the planning phase, but also take an active role in the implementation phase. They should take the following steps to ensure quality.



Step 6. Engage in the gender-learning needs assessment

Prior to developing training, gender practitioners should conduct a gender-learning needs assessment aimed at assessing participants' knowledge of gender issues and concepts, to better tailor training to their identified needs. Gender-learning needs assessment should focus on assessing the 'problems', such as individual resistance or organisational weaknesses, and develop strategies to address them. Commissioning authorities should support this exercise by actively encouraging staff to participate in and provide the trainers with relevant information on the organisation's work and procedures.

This learning assessment should cover the following topics, related to both participants and the organisation.

- **Participants' background and current area of work:**

Collecting information on participants' sex, position, area of work in the organisation and their professional background will be useful to help tailor the examples or case studies that will be used during training;

- **Participants' familiarity with gender-related theories and key concepts:**

Participants might possess previous knowledge of gender issues and already be familiar with some gender-related concepts. Assessing their pre-understanding of key concepts might be useful to better address these issues and provide them with more useful training.

- **Participants' expectations and motivation for attending training:**

It is important to offer participants the opportunity to voice their expectations and/or motivation for undertaking gender equality training. Participants should be able to explain the problems they face in implementing gender mainstreaming in their daily work.

- **Programmes of the organisation:**

To better tailor the training and avoid generic training that will not meet the organisation's and participants' specific needs, gender practitioners should have access to the organisation's programming plan and other documents. The organisation should facilitate the trainer's access to useful documentation to prepare the training course.

- **Current level of implementation of gender mainstreaming by the organisation:**

The programmes where gender has been explicitly mainstreamed should be assessed to identify challenges and opportunities (¹⁰).

¹⁰ For additional information on learning needs assessment, please refer to the online resource prepared by the Royal Tropical Institute (KIT), Facilitators' guide for gender training (<http://www.facilitatorsguide.dk/forside.html>).

Step 7. Actively participate in the design of the gender competence development initiative, keeping in mind the mandate of the organisation

The commissioning authority's participation in the elaboration of the training activity is necessary to help the trainer identify priorities, select the best learning approaches and ensure the relevance of the training content to the activities of the organisation. The participation of the commissioning authority is also advisable to ensure the sustainability of training over the long term.

Commissioning authorities should recognise and value trainers' expertise and should work with gender practitioners in order to:

- establish a structured assessment of training needs;
- set out the learning objectives;
- design the programme, tailored to the policy area and activities of the organisation;
- organise follow-up.

The training content should meet some minimum standards. Training, if poorly implemented, can have unexpected negative impacts. If training does not provide participants with the necessary concepts and tools to understand the relevance of gender in their work, gender issues might be seen as distant from their daily work and, in some cases, resistance to mainstreaming gender might increase.

Thus, these standards, part of a wider set of requirements, are important to ensure that training is an effective driver for positive change and that it will have a transformative impact. They are briefly presented in the box below.

Essential items for the content of gender capacity-development initiatives

Gender capacity-development initiatives seek to provide skills and knowledge for participants to mainstream gender. They also strive to foster attitudinal and behavioural changes in participants.

Commissioning authorities should ensure that training provides participants with:

- an understanding of gender concepts and issues and their impact on participants' area of work: training should not be entirely focused on providing participants with practical skills only. In order for the skills to be transformative, they need to be grounded in gender concepts and based on gender theories;
- skills, tools, methods and procedures to mainstream gender and a willingness to 'put on gender glasses';
- practical examples of how these skills and tools can be applied in participants' everyday practice. Participants should learn to incorporate the gender perspective in their daily work by examining everything from the perspective of women and men, girls and boys, old and young people, etc.;
- knowledge and practical examples of the relevance of gender equality concerns to the internal functioning of the organisation.

Step 8. Encourage people (including senior officials and managers) to attend the activity, tackling pre-training resistance within the organisation

The gender-learning needs assessment and the gender organisational assessment should aim at identifying resistance among staff and obstacles to the effective implementation of gender training in the organisation.

Commissioning authorities and gender equality trainers should work together to implement a strategy to target this resistance. They should look for the appropriate rationale to promote training (e.g. demonstrate the financial advantages of gender equality for the organisation and society as a whole, recall international and national obligations to implement gender mainstreaming).

With regards to staff's reluctance to attend training on gender equality issues, commissioning authorities can use several methods to increase attendance and raise interest. They can put into practice a system of formal and informal incentives, including:

- emphasising the legal obligation of civil servants to promote gender equality;
- including knowledge of gender issues and gender tools in job descriptions;
- making gender equality training part of a promotional career plan;

- developing a system of recognition and incentives, such as attendance certificates, credits for career advancement and salary increases;
- ensuring that the initiative is supported by the management, who will then be responsible for motivating the rest of the staff;
- ensuring explicit support from the managers and their participation in the activity;
- entrusting managers to select employees who will benefit most from attending the sessions.

Step 9. Plan and implement a monitoring framework

Monitoring is a process that consists of the 'systematic and continuous collecting, analysing and using [of] information for the purpose of management and decision-making' ⁽¹¹⁾. This process aims at ensuring the continuing relevance and effectiveness of the initiative.

Regular monitoring needs to be planned and carried out on a regular basis throughout the implementation phase of the gender competence development initiative, in order to make sure that the activity:

- is well planned and delivered in a suitable format (in terms of both content and audience);

¹¹ van Osch, Thera and Dauvellier, Marianne, *Gender training and quality assurance: practice, advantages, challenges and options for EIGE* — Discussion paper, 2013.



- meets the needs of participants (as identified during the needs assessment exercise);
- is in line with the previously established learning objectives;
- meets the budget lines.

Monitoring can be carried out by collecting and analysing information on the ongoing development of the activity to assess its successes and pitfalls. A wide range of information can be collected, such as:

- **quantitative data**, including attendance numbers, type of gender tools, skills acquired by participants and their current application;
- **qualitative data** on participants' perception in terms of the initiative itself (organisation, implementation and reception); the gender issues that were tackled; the usefulness of the tools and skills acquired; and programmes where participants are applying their new knowledge and skills ⁽¹²⁾.

2.3 Evaluation and follow-up phase

Securing long-term outcomes

In the current climate of financial restraint, training demands optimisation: a return on the investment in training that builds the highest level of gender capacity at a reduced cost. In order to make sure the activity has been effective and will be profitable to the organisation in the long term, an evaluation and a follow-up framework should be established and implemented.

Evaluations of gender competence development initiatives determine:

- relevance and fulfilment of the aims pursued by the training activities;
- efficiency (cost-benefit);
- effectiveness (e.g. is gender performance improved?);
- impact (e.g. improved gender mainstreaming); and
- sustainability (e.g. institution-wide structural gender mainstreaming) ⁽¹³⁾

An evaluation should adopt a broad perspective and look at all the components of the gender competence development initiative: planning, implementation and monitoring.

Evaluation of training for gender equality should engage more substantively with the power dimensions involved in the training process. Additionally, evaluation processes need to be linked more systematically to theories of

change and transformation, at both the individual and institutional levels ⁽¹⁴⁾.

Step 10. Set up an evaluation framework to measure the outcomes of the initiative at the individual and organisational levels

Along with the design and implementation of the initiative, an evaluation framework needs to be developed to measure the outcomes of the initiative. Outcome evaluation looks at the changes that have occurred as a result of the implementation of the programme.

At the individual level, the gender competence development initiative should have the immediate outcomes of:

- raising awareness about the relevance of gender equality considerations in various policy areas;
- lowering resistance to mainstreaming gender equality;
- developing knowledge and skills on how to mainstream gender in day-to-day work;
- developing competencies on how to use gender equality tools.

At an **organisational level**, gender competence development initiatives should foster:

- implementation of new policies, practices and activities where gender is mainstreamed;
- consultations with different actors to ensure that different voices are heard in the decision-making process;
- use of gender-sensitive language and material within the organisation;
- clearly formulated performance indicators that can be used to plan future initiatives.

To evaluate outcomes, commissioning authorities can, in collaboration with the trainers:

- ✓ collect participants' immediate feedback on the training, according to the aims previously set out during the planning phase;
- ✓ assess participants' new knowledge according to the learning outcomes identified during the planning phase, asking participants to explain how they think training has helped them immediately after the end of training and some months later;
- ✓ organise a group discussion (face to face or online) several months after training to collect participants' feed-

¹² Ibid.
¹³ Ibid.

¹⁴ <http://gtcop.unwomen.org/images/dialogos/2014/virtual%20dialogue%20evaluation%20report%20final.pdf>

back on how application of the newly learned gender tools is working in practice;

- ✓ gather information on the practical integration of gender concerns into the organisation's work following the training, such as the number of programmes where gender is mainstreamed and the number of gender analyses that have been carried out;
- ✓ gather information on the integration of gender concerns into the internal work culture, such as new gender-aware human resources policies and procedures and a more gender-equal decision-making process.

Even when outcomes have taken a limited form, evaluation offers a means to assess the level of change sparked by the gender equality training programme at an individual and institutional level.

Step 11. Assess the long-term impacts of training at the individual, organisational and societal levels

An evaluation of the impact of gender competence development activities should be carried out. This requires revisiting the aims, objectives, rationale, inputs and outputs of the programme and exploring the extent to which the initiative had the desired long-term impact.

An impact evaluation examines the deeper changes that have resulted from the implementation of the gender competence development initiative, at the individual, organisational and, if possible, wider societal level.

This exercise aims to assess the long-lasting effects of the gender competence development initiatives on participants' skills and the organisation's functioning. It also examines how the gender knowledge and expertise acquired has been transferred to the organisation and society in general. Most of the time, impact evaluations are carried out by independent expert evaluators.

To assess the impact, commissioning authorities can:

- assess participants' knowledge after the training on a regular basis by, for example, circulating an e-survey after some months;
- verify if the language and organisational documents are gender biased and if this persists over time;
- use gender impact assessment tools to assess the gender dimension of programmes and activities that the organisation intends to carry out;
- integrate a gender perspective into other evaluation procedures.

Step 12. Give space and support to participants to implement new knowledge in their work

Gender competence development initiatives do not end with the provision of training, and to ensure the long-lasting effects of the outcomes, follow-up activities need to be set up.

In order to make the best use of the newly acquired knowledge that staff have gained during the gender competence development initiative, additional tools and procedures should be developed and offered to participants to be used after the training. Participants should be provided with space to continue to develop their gender equality competences after the training session.

To ensure the long-lasting effects of training, commissioning authorities can:

- implement 'refresher' training sessions;
- organise annual meetings or workshops with former participants;
- disseminate regular information to participants on the issues they tackled during training;
- make handouts, toolkits and guidelines easily accessible and encourage staff to refer to them;
- distribute online interactive training material (quizzes, question/answer games, etc.) that participants can complete by themselves;
- ask participants to use their knowledge and skills on a regular basis, reminding them about their obligation to mainstream gender equality into their work;
- set up a permanent helpdesk where participants can share challenges and successes.

To ensure transferability of knowledge and tools into the organisation, training commissioners can:

- set up a support group or an online group discussion on the relevant topics;
- use trained staff as mentors for other employees.

3. Gender equality training in practice

3.1 Design effective gender equality training

A legal framework and policy commitment to gender mainstreaming

Effective GET requires concrete gender competence development goals, combined with an organisational strategy for gender equality competence development that sets a clear framework for action (goals, target groups, resources, responsibilities, timeframes, etc.).

The development of gender competence (for example, through training) should be embedded in both national strategies for gender equality and organisations' gender equality plans. This signals collective acknowledgement of the importance of gender knowledge and the readiness of senior staff to facilitate the learning process. If the policy framework defines the roles and responsibilities for action on gender at different levels, managers become responsible for supporting, sharing and promoting the commitment to gender equality.

When gender training is optional, attendance rates are usually low. Moreover, optional training is most often attended by individuals who are already gender equality aware rather than those who need it the most. A strong commitment could include obligatory gender-mainstreaming training for new employees, particularly those in decision-making positions. Where relevant, knowledge of gender-mainstreaming issues could be added to job descriptions for civil servants.

Sufficient resources for gender training

Adequate resources must be directed at gender training. Both human and financial resources are necessary to ensure that initial training and follow-up activities take place. Staff should be encouraged to participate in the sessions, with a consistent allocation of time and an adequate budget in place to allow them to attend.

Encourage staff to attend gender equality training

Staff should be actively encouraged to attend gender equality training, either through introducing attendance requirements or adopting innovative engagement strategies.

Once responsibilities have been defined and resources have been allocated, the success of gender training relies on accountability mechanisms. Bodies should be identified that can monitor whether gender issues are being integrated into the full policy cycle (planning, implementation and review). Ideally, it should be mandatory for bodies to judge the level of gender awareness within the organisation on a regular basis and to propose action to improve gender competence.

Monitoring the outcomes of gender equality training

Regular training should be part of a broader strategy for ongoing monitoring and evaluation. Ensuring follow-up is a crucial, yet often overlooked, aspect of gender mainstreaming if it is to be effective in the long run. Behavioural change can be measured, even if this involves a degree of subjectivity. Organisations should involve relevant staff both before and after training, to make sure that the actual needs are met and to give the employees a sense of ownership over the process of capacity development.

How is the effectiveness of GET defined?

At the individual level, gender equality competence development initiatives — such as gender equality training — can increase gender equality awareness, reduce knowledge and capacity gaps and encourage a process of change. Such initiatives can provide civil servants with the theoretical and practical tools necessary to understand why and how they can mainstream gender in their work. They can demonstrate the practical relevance of gender equality and make staff members more willing to work on related activities.

At the organisational level, benefits go beyond simply encouraging greater gender equality competence. Gender equality competence development can lead to changes in the organisation's work, such as:

- the implementation of new policies, practices and activities to mainstream gender;
- changes in the outputs and public image of the organisation;
- clearly formulated performance indicators that can be used to plan future initiatives;
- changes in the institution's culture in favour of a more gender-equal environment;

- changes in the internal decision-making processes or changes in the organisation's internal procedures.

By promoting gender competence development, commissioning authorities strengthen the analytical skills of policymakers, enabling them both to create and contribute to a more gender-aware policy process. This feeds into the long-term achievement of the goal of gender equality.

In order for these benefits to be realised, the quality of gender equality competence development initiatives needs to be ensured. Quality assurance mechanisms in competence development initiatives have been **acknowledged** as necessary for effective gender mainstreaming.

However, gender equality competence development comprises a broad range of activities, each one of them responding to different needs and producing different outcomes. Thus, policymakers at national and local levels, civil servants responsible for competence development and gender equality bodies willing to commission training activities need to be able to choose the right form of training, select a good gender equality trainer and contribute to the sustainable development of training.

3.2 Find a gender trainer

EIGE's gender trainers database features up-to-date profiles of gender trainers and organisations offering gender training across the EU. This database aims to help users find gender trainers with specific thematic knowledge, skills and the expertise to design training courses tailored to different needs and policy areas.

Who is in the database?

The database has over 200 active trainers from 28 EU Member States.

These trainers:

- work in a range of around 60 thematic policy areas, including education and training, employment and social affairs, violence, gender stereotypes;
- apply a range of skills across 20 fields of expertise, such as gender analysis, statistics and indicators, tools development, gender impact assessment, gender budgeting, project planning, policy development/reform and monitoring and evaluation;
- come from a wide range of sectors and are affiliated with private companies, civil society organisations or universities, or act as independent consultants.

Is the database accurate?

The database is based on information provided by the gender trainers or training organisations themselves. Every effort has been made to ensure that the data are as accurate as possible.

EIGE trusts the quality of the services provided by the people and institutions in the database, but is not able to

provide a guarantee. Therefore users of the database are advised to obtain further references from any trainers that they may seek to engage.

EIGE contributes to ensuring the quality of gender training by bringing experts together, organising events, producing practical materials and fostering the debate on quality standards for gender training.

EIGE's trainers database can be accessed through EIGE's Eurogender website.

3.3 Gender equality training in the European Union

Legal and policy framework

Commitment to mainstreaming gender in the EU

Gender mainstreaming has been adopted as a strategy by EU institutions to promote gender equality in policies and programmes and ensure gender equality between women and men.

- Several EU treaties emphasise that the Union should work to eliminate gender inequalities and promote equality in all its activities. Gender mainstreaming was established as a policy norm in the Treaty of Nice (2003) and the Treaty of Lisbon (2009)
- Gender mainstreaming has been a long-standing priority of the European Commission. In March 2010, the Commission presented a 'Women's charter' expressing its increased commitment to gender equality over the next 5 years. The charter reinforced the Commission's obligation to mainstreaming gender.
- Gender mainstreaming was a key component of the Commission's strategy for equality between women and men 2010–2015, and is promoted as 'an integral part of the Commission's policymaking'. In the follow-up process to the roadmap for equality between women and men, the Commission emphasises the need to develop and make use of specific methodological gendered tools to foster the concrete implementation of the gender-mainstreaming strategy⁽¹⁵⁾.
- In the European Pact for Gender Equality (2011–2020), the European Council highlighted that de facto gender equality had yet to be attained and stressed the need to integrate gender in a transversal way into all EU policy, in particular in the context of the Europe 2020 strategy. The Council recalled that 'mainstreaming the principle of equality between women and men in all its activities represents a general aim for the Union'. By

¹⁵ https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwiSoPfn7O3NAhXM2ywkHVgjlBIOQFggg-MAE&url=http%3A%2F%2Fwww.ictu.ie%2Fdownload%2Fdoc%2Fopinion_fincrisis_10_6_09_final.doc&usq=AFQjCNFco9n1uu5l2YdkytlDmzcviWkBX-Q&sig2=bC1k1OllJtH1jtVmJhIOTQ&bvm=bv.126993452,bs.2,d.bGs&cad=rja

integrating the gender perspective into all policy areas, gender mainstreaming is also considered a tool to promote and reinforce good governance.

- Besides stressing the need to effectively mainstream the gender dimension in the work of national administrations, in 2009 the European Commission's Advisory Committee on Equal Opportunities for Women and Men recommended that Member States ensure that 'those with responsibilities for gender equality in national administrations are effectively supported and resourced'.

Provision of GET in the EU and differing approaches

In most Member States, policy documents do not emphasise capacity-development tools (such as training) as a prerequisite for the effective integration of gender considerations into the policy process. Despite a strong legal commitment to gender equality, the implementation of gender competence development initiatives rarely constitutes a consistent part of gender-mainstreaming strategies, gender equality strategies or action plans.

Member States have adopted differing approaches towards the provision of gender equality training. Some integrate gender aspects into the core training process of civil servants; others run separate gender equality training programmes that target specific actors. Some provide gender equality competence development on an ad hoc basis, while others have taken a more systematic approach, organising training on a continuous basis for specific target groups.

Systematic provision of gender equality training (i.e. regular and consistent training that reaches a wide range of staff members) is most likely to be found in countries where gender mainstreaming has a strong legal basis and is backed by a gender equality strategy which prioritises capacity-building for civil servants and officials in public administrations.

In some Member States, gender equality competence development was given more attention at the regional or local levels. These initiatives were often backed by support from central government training agencies for administrative staff or ministries in charge of civil service training. As a result, training materials on gender mainstreaming have been prepared for local administrations and sub-regional associations in order to assist stakeholders in this process. However, regular gender equality training at national and regional/local levels is provided in only a small number of EU Member States.

Although training provision tends to vary in its form and funding source, the infrastructure for gender equality training at Member State level presents some common features. The key coordinating and commissioning organisations commonly include the following: an interministerial/departmental working group or government council; ministries (e.g. ministries of labour and social policy or ministries of justice); or departments and units within these ministries responsible for gender equality issues. Less frequently, equal opportunities offices or equality com-

missions are in charge of commissioning gender equality training. Coordinating or commissioning authorities which have relevant in-house gender expertise often use internal resources to train their own staff.

Challenges in the provision of GET

EIGE's report on gender equality training in the European Union (2014) concludes that despite important policy developments in some Member States, the delivery of gender equality training faces a number of practical challenges. The report revealed the following important issues regarding the provision, scale and effective implementation of gender equality training:

- Gender equality training is still considered a low priority in most Member States, both in policy and in practice. It is rarely planned in a systematic and integrated way. Therefore it often turns out to be a one-off effort and rarely helps civil servants to meet specific objectives set out in gender equality programmes or action plans.
- Gender equality training is provided in almost all EU Member States. However, it tends to be generic and occasional and provides only very basic gender-related information. Training programmes are often abstract and not tailored to the needs of participants. This in turn limits the application of new knowledge gained through the training in everyday work.
- Resources allocated to gender equality training activities directly correlate with how well gender equality competence development is institutionalised. It also correlates with the economic situation in the specific country. Gender equality policies and gender equality training initiatives rarely find themselves at the top of funding priorities, especially in times of economic downturn.
- It is common that participants attend training sessions on a voluntary basis. Incentives are usually limited, which keeps attendance rates low. In such circumstances, the most relevant actors (e.g. managers) remain untrained.
- The quality of training programmes remains an issue as there are no established mechanisms to ensure high equality through the setting of standards or the accreditation of gender trainers.
- In some countries qualified gender equality trainers are difficult to find, which impedes the quality of training. Training of trainers rarely takes place.
- There are no formally or informally imposed quality standards for gender equality training programmes or gender equality trainers' qualifications.

Disclaimer: This information was collected through desk research and stakeholder interviews in the early stages of EIGE's project on gender equality training (2012–2013).

Previous efforts to develop standards for gender equality competence development initiatives

To date, a number of efforts have been made to develop the gender equality skills of civil servants in the EU and its

Member States. However, these initiatives have not always achieved the desired results, as the quality of content, methods and trainers can vary significantly. As a result, it is worthwhile developing guiding standards for commissioning authorities on gender competence development.

- Gender equality training is still considered a low priority in most Member States, both in policy and in practice. It is rarely planned in a systematic and integrated way. Therefore it often turns out to be a one-off effort and rarely helps civil servants to meet specific objectives set out in gender equality programmes or action plans.
- Quality standards present distinct advantages for commissioning authorities. They enable non-gender specialists to identify good providers and judge and compare the quality of different activities. Quality standards also lead to more uniformity in the practices of civil servants across the EU, making it simpler for national authorities to learn from one another.
- The importance of improving the quality of gender competence development initiatives has led to several European studies, such as the GemTrEx, QUING and Pro(e)quality projects, as well as the creation of a Gender Training Methods Compendium. Most of these studies focus on gender equality training, which is understood as the most effective method to support the implementation of a gender-mainstreaming strategy. The studies consider the possibility of establishing minimum quality standards in terms of the content of training or the profile of trainers.

We could start with ensuring the quality of the basics, that is, the quality, experience and motivation of teachers/trainers ... This will lead to an improvement in the quality, equity and efficiency of training.

Mary Koutselini, University of Cyprus

There is a lot of training being done of very diverse quality ... For UN Women Global Training Centre, the quality of gender training is directly linked to its desired end result/impact: i.e. gender equality.

UN Women Global Training Centre, Dominican Republic

Quality of training is closely related to ... its relevance to the very specific context of people's working environment ... [and to its] inclusiveness and (potential) impact on behavioural change.

Benedetta Magri

International Training Centre/International Labour Organisation (ITC/ILO), Italy.

Despite the extensive efforts to develop common quality standards, a number of challenges have been met in agreeing them. For instance, commissioning authorities might require new internal systems of monitoring and evaluation in order to ensure minimum standards are be-

ing fulfilled. Standardisation could be simplistic, failing to take into account context and potentially impeding innovation and flexibility. More generally, setting up quality standards raises wider questions of authority and accountability (what should the standards be and who should set them, etc.).

In some countries gender training is compulsory and on an extensive basis, in others it is not ... This diversity should be taken into account in order to decide on standardisation and quality assurance.

Despina Charalambidou, Cyprus Gender Research Centre

Standardising represents ... a major challenge. Rather than standardisation seen as one-size-fits-all training, we foresee a minimal quality common denominator.

UN Women Global Training Centre

My biggest issue with certification of consultants is who will hand [it] out? Who can get it?

Alice Marshall, Add Gender AB, Sweden

To date, there has been no general agreement about quality standards. EIGE held a consultation meeting with gender-training experts in October 2013 and hosted online discussions with members of the gender-training community in 2012 and 2013. It also organised a European conference on gender training and mainstreaming in November 2012 and commissioned a study on practices, advantages, challenges and options in relation to quality assurance mechanisms for gender equality training.

EIGE's Gender Training Resources Database

EIGE's Gender Training Resources Database is a collection of generic and tailor-made tools and resources produced in EU Member States and at the EU and international levels. They aim to improve the skills of policymakers and administrations when mainstreaming gender in their fields of work. The database contains useful materials, guidelines, tested practices, ideas, suggestions and tips on how to implement gender equality and train the relevant actors. The database covers the years 2005–2012. EIGE hopes that the database will become a useful tool in the work of policymakers, civil servants, gender trainers and activists. It offers an easy-to-search access point to download or link to publicly available materials.

This database is an ongoing and evolving project, created alongside a database of gender trainers and training organisations. This is available in the study 'Gender training in the EU: mapping, research and stakeholders' engagement' (2012–2013).

Gender trainers and other practitioners can contribute to the database of gender training resources by emailing information on new materials to: EIGE_GTdatabase@ghkint.com

EIGE's Gender Training Resources Database can be accessed at EIGE's website.

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