Final Summary[1]

First Virtual Dialogue
Current Situation in Gender Training

Gender Training Comunity of Practice

September 22nd – October25th 2008

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1. INTRODUCTION

From September 22nd through October 19th, 2008, UN-INSTRAW hosted a Virtual Dialogue on The Current Situation in Gender Training. This dialogue was the first activity of the Gender Training Community of Practice and brought together gender training professionals and gender specialists from across the globe to share resources and reflect on the current state of gender training. As a virtual "think-tank," the participants were able to network with one another and aid each other in formulating or codifying new ideas. This report is a synthesis of the ideas and suggestions gathered within this Virtual Dialogue.

The Virtual Dialogue lasted five weeks, each week tackling different topics.

Week 1: September 22 – 28, **"Current Situation in Gender Training."**

Week 2: September 29 – October 5, **"What is going on in gender training?"**

Week 3: October 6 – 12, **"Monitoring and Evaluation of Gender Training."**

Week 4: October 13 – 28, **"Towards a Community of Practice."**

2. RESULTS OF VIRTUAL DIALOGUE

2.1 Gender Training

Experience of CoP Members in Gender Training

The Gender Training Community of Practice consists of gender practitioners, trainers, and educators from across the globe. These specialists work in various situations and environments from local municipalities to International NGOs and on a variety of subjects from Healthcare to Women and Security issues.

Definitions of Gender Training

The Community of Practice participants most commonly defined gender training as a process of awareness raising. It can also include capacity building in gender analytical tools and gender planning. Gender training was also seen as an advocacy and knowledge sharing mechanism. Regardless of the emphasis being placed on capacity building or advocacy, both approaches require that the training should be conducted over a prolonged period of time. One training session or even a brief training period was not seen as enough.

"By referring to 'gender training' , I mean a whole set of training activities which aim to raise awareness, sensitize, equip with skills, etc... with overall objective to improve our capacity to understand and to deal with issues pertaining to gender equality."

Testimony from Uzbekistan

Gender Training Curricula

Participants mentioned different objectives and contents for gender training curricula. Helpful frameworks for establishing Gender Training Curricula identified by participants include CEDAW; UNSCR 1325; the Beijing Platform for Action and the Millennium Development Goals. Additional framework mentioned were the Women in Development (WID) and the Gender and Development (GAD) approach.

"I think we may not concentrate only on gender but the desired outcome and impact have to be observed."
Testimony from Nepal

- **Discussing the concept of Gender**. Gender trainings encourage the participants to learn about the construction of gender and how this construction creates their identity in all social and private realms. "Gender" can be linked to power relations, historic structures and patterns, psychological frames of reference, and sex roles. With a developed understanding of gendered interactions, the participants can better assess why and how gender issues can be included in policy planning, implementation and evaluation.

- **Strengthening of political participation and leadership capabilities of women** in official positions, and to allow for the inclusion of more women into such leadership positions.

- **Exchanging of beliefs and ideas**, which happens when a group of people are brought together for a certain training session. This opens up the possibility of creating bonds, and a supportive network can be built. From this network of individuals, future reflection or change can be possible.

- **Distinguishing between Gender and Sex.** Some participants felt that the gender training curricula should start with the distinction between gender and sex. They also found useful to incorporate the evolution of the concept of gender and how it relates to the participants. This can be achieved by using cross-cultural approaches which draw out existing attitudes towards men and women and try and deconstruct where those come from. The next step would be to equip participants with different tools and methodologies, including gender analysis tools and gender mainstreaming strategies. Other participants felt this approach was outdated and that trainings should not necessarily start with this distinction.

Gender Training Theories, Methodologies and Methods

Participants in the Virtual Dialogue identified several theories, methodologies and methods that were useful in conducting gender training sessions. In general, everybody agreed that active learning is the most useful approach in gender training.

> "From my experience I have observed that an unskilled facilitator with little knowledge on gender can easily create misunderstanding on gender."
>
> Testimony from Pakistan

Participants discussed and mentioned different methodologies for Gender Training.

- Active learning.

- Transformative learning.

- Three step model (repeated in a cycle throughout the training) of project development, implementation, and reflection on lessons learnt.

- Paths to Learning: focuses on learning from experience and allows space for analysis and reflection. Provides an opportunity to know, visit and share testimonies with people who have played a key role in the implementation of a good practice.

- Positive visualization activities to lessen anxieties.

- Learner centred teaching approach.

- Learner previous knowledge and skills. These should always be regarded in planning and delivering any type of training, especially in participants' fields of knowledge or intervention.

> "As others have already noted in this discussion, we all learn by doing, but that doing must be informed by some thought and study and planning. So I have been proceeding with… guidelines and look forward to modifying and adding to them based on what others contribute to this virtual discussion."
>
> Testimony from USA

- Dialogue shift from gender equality, justice, equity focus to what is desired to see more concretely in relationships.

- Conflict resolution techniques. Includes discussing gender as a "conflict", and then involving participants in conflict transformation exercises.

- Dominator-partnership continuum to analyse societies from a gender perspective.

- Prescribed gender roles as starter for discussions. Example questions are:
  - What is expected of you as a man/woman?
  - -Do you agree with these expectations?
  - -Are there things that are expected of you, that you do not agree with? Like what?-
  - -Why? Why not?
  - -Do you think the opposite gender accepts all of their assigned roles?

- Gender as an analytical tool to view other issues. Tackling the concept of "gender" on its own was seen as far less effective, as there is still confusion on the term. This can be solved by applying a gendered perspective more practically. For example, one could examine the gendered aspects of HIV/AIDS, conflict or child-care.

> "Overall, the elements which most strongly correlate to retention of material directly correlate to negative evaluations (that is, asking participants to read, to write, and/or to participate in exercises which make them uncomfortable is correlated both to bad initial evaluations from participants and to more effective learning.)"
>
> Testimony from Canada

- Different cultural perspectives. In addition to due emphasis being placed on cultural specification of the region where the training is being conducted, it was also seen helpful to bring together participants from different countries for cross-cultural exchange. This can help to stimulate new ideas and generate various perspectives. It is important to identify the audiences' expectations prior to the training, and if possible to relate the training to participants' responsibilities and areas of work.

- Body language and non-verbal cues, such as standing up versus sitting down in specific moments was seen as something important in the training itself.

> "I try to identify allies who will be taking the course (who are the people who support this training and want to see changes in their institutions?) – I sometimes meet with them in advance and identify potential trouble spots or issues. In the workshops, I try to encourage a discussion among participants (rather than a dialogue between me and them), drawing on the strengths and experiences of the 'allies'."
>
> Testimony from Canada

Resources for Gender Training

Participants in the Virtual Dialogue identified several resources to be referenced in gender trainings.

Training materials produced by UNIFEM:

- CEDAW and the Human Rights Based Approach to Programming: A UNIFEM Guide
  http://www.unifem.org/resources/item_detail.php?ProductID=94
- Gender Responsive Budgeting in Practice: A Training Manual
  http://www.unifem.org/resources/item_detail.php?ProductID=85
- Gender Responsive Budgeting and Women's Reproductive Rights: A Resource Pack
  http://www.unifem.org/resources/item_detail.php?ProductID=86
- CEDAW and Security Council Resolution 1325: A Quick Guide
  http://www.unifem.org/resources/item_detail.php?ProductID=104
- Claim & Celebrate Women Migrants' Human Rights through CEDAW
  http://www.unifem.org/resources/item_detail.php?ProductID=72
- Gender, HIV and Human Rights: A Training Manual
  http://www.unifem.org/resources/item_detail.php?ProductID=5

Materials provided by Provincial Woman Abuse Response Program, Canada:

- A practical toolkit to support areas in health-care to partner with local anti-violence organisations to educate themselves, develop and maintain long-term strategies for creating practice and policy more aware and responsive to gender-based violence. It can be downloaded from:
  http://www.whrn.ca/documents/aaSHEFramework.pdf
- A web-based workshop in order to attune nurses we would be working with to the issues, beginning with their own experiences of gendered power relations (and abuses of power) with doctors. The workshop can be found at:
  http://www.atira.bc.ca/AdvancingHealthCareWorkshop/
- *Women-Centred Care: A Curriculum for Health Care Providers*. BC Women's Hospital and Health Centre, Vancouver Coastal Health Authority. 2005

Resources on Evaluation and Monitoring:

- OECD Glossary of Key Terms in Evaluation and Results Based Management (2002) definitions of terminology
  http://www.oecd.org/dataoecd/29/21/2754804.pdf
- Participatory Methods Toolkit: A Practitioner's Manual
  http://www.viwta.be/files/ToolkitPartAssessment.pdf
- The community's toolbox: The idea, methods and tools for participatory assessment, monitoring and evaluation in community forestry
  http://www.fao.org/docrep/x5307e/x5307e00.htm
- Hanson, C. (2007). "Gender-based analysis training in South Africa: Daily dynamics and development dilemmas" in International Feminist Journal of Politics 9(2).

> "In general, [peacekeeping] course participants are mostly men…As a result, the [organization] has often attempted to assign the most senior military male facilitator to lead a specific module that may be more focused on gender-related issues…in order to 'legitimize' the topic for the mostly-male military audience, as opposed to assign only a female facilitator with that unit of a course. We have found that course participants are more receptive when this topic is facilitated by a man, and participants are more likely to view the topic as important. This is especially true of certain countries and audiences with whom we work, where there remains a great deal of resistance to having women in peace operations, especially in any role other than secretary, nurse, educator, etc.; when a female gives the presentation, it is politely listened to and then dismissed as not relevant to robust peacekeeping."
>
> Testimony from Canada

> "Unfortunately, the primary audience remains staff in lower management positions. Very few senior managers think its worth their while to attend gender training!"
>
> Testimony from Australia

Gender Training Audiences

The CoP identifies as the main Gender Training audience decision makers, state officials, academicians, researchers, NGOs, community members, local council women, representatives of women's associations and local government leaders. It was noted that the primary base of participants remains staff in lower management positions and was recommended that more senior management attended trainings.

Gender Training Facilitation Teams

The group highlighted the need for facilitators to be able to communicate cross-culturally and to be equipped with adult education facilitating skills and methodologies. It was also noted that the facilitation team should include at least one facilitator with general knowledge of the topic and at least one expert for maximum benefit.

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As the majority of trainers remain to be women, CoP members said it is essential to incorporate more men into facilitation teams. The sex of the trainer was also seen as a factor that could influence the results of the training.This is especially true in situations where there is a predominantly male audience. However, the choice of a facilitator should be based on the level of their expertise and knowledge of the subject matter, rather than on their sex.

Results and outcomes of Gender Training

Gender training is well known to have lasting positive benefits. CoP members noted that gender trainings can transform practitioners from gender blind to gender sensitive in program planning and implementations. However, CoP participants seemed to place more emphasis on the needs and challenges of gender training.

In some cases despite good intentions, gender training can have an opposite effect than the desired one promoting women's issues to become further marginalised. Often, the term "gender" is found to be confusing. This is especially so in many local dialects in which there is not a direct translation for the word "gender" itself.

Virtual Dialogue participants stated that the basic idea of "gender" should be understood by all participants and trainers. Often "gender" is seen to equate to "women". Therefore, practice on the ground is far from reflecting the many lessons learned and critical perspectives on gender related issues.

Occasionally, the changes brought about through gender training have an impact on the participant' or trainers' personal lives.

Challenges of Gender Training

- **Difference between gender & women.** The CoP found that the foremost need in gender training is to make a clear distinction between "gender training" or "gender analyses" from "women's empowerment." One step to achieve this could be to involve more men in the trainings. There is a lack of men trainers and participants in gender trainings, which may reinforce the idea that gender equals women.

> "For instance, in Malaysia, the meaning of gender mainstreaming will take some time and a long way to [be] fully appreciated [...] particularly in a very traditional and/or conservative environment where women are still perceived as the homemakers in spite of strong encouragement to educate girls."
>
> Testimony from Malaysia

> "In rural areas… the lack of openness due to cultural factors, impacts negatively on gender trainings and consequently leads to some misunderstanding amongst the participants. For instance the concepts of "gender equality", "women emancipation" can be taken literally? When it is not carefully explained, placed in a context etc… it has been a source of conflict between husbands and wives because for women it was being equal to men and therefore doing all things that men do."
>
> Testimony from Burundi

> "All too often, as an independent consultant, I'm asked to lead a workshop that has little follow-up built in and is often seen as an end in and of itself (rather than part of a broader process of organizational changes or even capacity building). Sometimes there is scope to push for a broader perspective and that is what I try to do (but I've also declined to take on consultancies if it looks like there is little room for change)."
>
> Testimony from Canada

- **Link the concept of gender and power with a broader picture of sustainable development.** This could be helpful in designing sustainable projects and programs with wider impact and less risk of benefiting a limited section of society.

- **Lack of context specific training materials.** It is essential to identify the audience's specific needs and expectations. This may be compounded when working in multi-cultural regions, when gender mainstreaming becomes a social challenge at all levels. In addition often a simplified gender training standard curricula is insufficient.

- **Lack of follow up**. In general and often one-time gender training is seen as enough, or the gender training is seen as a goal on its own, and quality of training and assessment of its actual impact are not given due focus or follow up. In order to enable gender training to affect a real change in how public administration and its programs work, the training must cover building and maintaining the inner resources that are required to sustain the project or training. This could be overcome if gender training was incorporated into wider programming initiatives.

- **Structural challenges** that involve lack of time, lack of funds and lack of continuity.

2.2 Monitoring and Evaluation of Gender Training

Evaluation and monitoring of gender training was generally regarded as the application of simple methods to ensure that the training has been well planned to address specific objectives, remains on track while is being delivered; and ultimately delivers the results intended is certainly beneficial to the success of the training.

Participants stated that there is a tendency for evaluation to be mostly done post training and focused on the content of the training itself, rather than seeking to measure later impact. Regarding evaluation as a post training activity only, was seen as limiting the scope of the evaluation and thus as a weakness in this matter.

"Because of the jargon surrounding M&E, people get scared that it is very technical and specific – but it is just a systematic way of knowing how well we are doing so we can stay on track (monitoring) and analyzing the results to improve future interventions and enable quality reporting to stakeholders."

Testimony from USA

"[the organization] has adopted the aim of designing an evaluation strategy (global, regional and sub-regional) which involves thematic assessments and mid terms and impact programmes evaluations."

Testimony from Mexico

Important points to keep in mind when evaluating gender trainings

a) Evaluation initial questions:
- Why do we need an evaluation?
- What are the key evaluation questions?
- What should be the scope of the evaluation?
- What is the timeline for production of the evaluation?
- How and when will the evaluation results be used?

b) Evaluation methodology:
- Formulation of objectives and expected results and the creation of indicators measuring and/or describing them are especially important.
- Measurement and/or description of the baseline at the start of the project/training are also fundamental to evaluate training´s quality and their real impacts on gender issues and capacity building.

c) Evaluation results:
- Dissemination of results and findings of the evaluation with other organizations.
- Usage of lessons learned from gender trainings -whether they involve good results and impacts or obstacles and problems.

Different backgrounds of CoP members lead to a variety regarding gender training evaluation and monitoring. Certain organizations have incorporated evaluation and monitoring to their framework of action and have clear evaluation processes which involve thematic assessments, mid terms and impact programmes evaluations. Implementing questionnaires ex-ante and ex-post the training in order to compare initial expectations or situation with final results was suggested to be a common, though not widespread evaluation action.

> "My experience in organizational development and training in various sectors have taught me that what is crucial in any type of evaluation is to ensure that it guides our actions from the very start."
>
> Testimony from USA

Some suggestions and comments made by participants regarding Monitoring and Evaluation include:

- Design questionnaires to be used to evaluate specific sessions, content and methodology found valuable by participants.

- Include adequate training follow up activities:
    - Have a contact person to personally follow up with.
    - Establish a follow-up date no longer than 90 days after the initial training.
    - Include follow up activities in the training budget.

- Carry out a continuous evaluation to assess the real impacts of gender training that can only be judged by following up on participants over time to see if and how their behaviour has changed, and to assess the results of the training on the ground in terms of increased effectiveness of programming.

- Use of qualitative software programme which measures changes in the life of the participants and the overall impact of the training on the participants on a number of areas: knowledge, skills, attitudes, networking, impact on political life in one's country, visibility in the media and a few others.

- A follow up methodology was mentioned that can be used both during and after the training. Originally used in teacher training processes, but could be applicable to all forms of gender training, it includes observing practice and a follow up meeting to discuss what happened during the observed practice, without the trainer being able to give any judgements on the sessions . Occasionally, peer visits were included, too.

Challenges of Evaluation and Monitoring

Virtual Dialogue participants stated the following challenges for gender training monitoring and evaluation:

- Evaluation is a skill not widely understood.
- Evaluation of real impacts on how knowledge is being transformed into concrete gender equality actions is still a big challenge.
- Impact measuring of gender training is difficult over a long-term basis.
- Availability of information such as base-lines is needed to make evaluation accurate.
- Approach to training in planning, and common short term funding available for trainings can hinder effective monitoring and evaluation.

2.3 Community of Practice

What is a Community of Practice?

Participants identified the potential for the CoP as:

- A committed mutually supportive team of practitioners on the ground of gender training.
- An exchange mentoring platform to develop capacities and to provide insight for empowerment.
- A space to get clarity on issues.
- An opportunity for concrete support on specific issues when needed, such as methodologies on monitoring and evaluation and resources for data collection and research to monitor changes.
- An opportunity towards a standardization of basic principles, guidelines, requirements and materials and resources for gender training, therefore making methods and resources clear for use on the ground.
- A clearing house for tested resource materials.
- A platform for sharing good practices.

Roles a Cop Could Play.

- **Standardization of Gender Training.**
  o Assist in the standardization of gender trainings and create an accrediting mechanism to help.
  o Help ensure that basic requirements are met by trainers.

- **Resource or tool-sharing gateway and dissemination of materials and resources.**
  o Keep CoP members updated on new gender theories, discussions and learning methodologies.
  o Organize a virtual clearinghouse and support platform of information on gender training, which includes CoP members' comments and recommendations.
  o Compile a world map of ongoing gender training initiatives.

- **Discussion Forum.**
  o Provide a space to share perspectives, keep trainers updated on current discussions, tendencies and innovations in gender training and avoid isolation of gender trainers.
  o Provide a platform for networking with like-minded practitioners and for forging supportive alliances.

> "For me, a community of practice offers a space to get clarity on these issues, offers a move towards standardization of basic principles, guidelines and requirements and can be a supportive place to get assistance or find like-minded practitioners when one needs to get something in place. It can also act as a clearing house for tested resource materials and a space for passing on knowledge, information and best practice to the next generation."
>
> Testimony from Liberia

> "In terms of community of practice, my work here in Liberia has really emphasised the need for something that is accredited in some way (not necessarily formally) and that certifies/assures a certain standard of training, especially because 'gender' seems to have confused everyone, everywhere."
>
> Testimony from Liberia

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- Compile a list of training experts with specific skills and language proficiency.
- Organize sub-groups pertaining specific interests and needs that can help with the organization of common themes and ideas in the CoP and help discussions run more smoothly and answer specific needs of CoP members.
- Serve as a message board, alerting members of meetings, conferences or grants available.
- Organize face-to-face meetings where personal and closer relationships invaluable for long-term cooperation can be forged within the CoP.

Advocacy

Bring gender perspectives to the centre of development policies, programmes and trainings.

> "The bigger [the CoP] the merrier given it is a difficult area. Equal numbers of men and women".
> Testimony from Uganda

Who Should Be Part of a CoP?

Virtual Dialogue participants identified as ideal members of the Gender Training CoP women and men in charge of training in security organisations, practitioners and experts in gender training, and independent consultants. They did not limit the amount of members and suggested over a 100 members would be suitable.

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3. RECOMMENDATIONS FOR GENDER TRAINING

1. **Understand the term "gender."**

   - Use a good definition of the word "gender". In some languages/dialects it is very difficult to get the right translation. In such cases insist on creating a space for exchange so that understanding of gender develops. Comprehension of the key concepts, terms and terminologies around gender are integral to success in gender trainings.
   - The term "gender" can be approached using intersectional frameworks such as race, class, age or education level.
   - The concept of "Feminism" should be re-evaluated as to its application in gender trainings.

2. **Adapt the training to the participants.**

   - Incorporate the content of participant's field of work and their level of responsibility or regional specifications.
   - Integrate a brief overview of gender issues in a given country and conduct a needs assessment prior to the training. Assess if participants have attended training previously, as this will shift the content material.
   - Map potential "supporters" and "opponents" to the gender training process.

3. **Use interactive, transformative and active learning approaches.**

   - Dialogue with participants and facilitators; involve personal reflection, sharing research, writing, etc.
   - Do activities that can provide participants an opportunity to put into practice what the training is about.
   - Provide opportunities, tools and resources for transformative processes within the training.

4. **Dedicate adequate resources.**

   When planning training sessions and selecting resources take into account:
   - Content material adequate to objectives, regional context and characteristics of the audience (professional speciality, interests, age, etc).
   - Materials and resources that facilitate interactive and transformative learning processes.
   - Time frames and training spaces adequate for the fulfilment of training objectives.

5. **Regard facilitating teams.**

   Take into account the characteristics of the audience when organizing the facilitators' team. In some cases, participants are more receptive to a male facilitator. This is especially true in certain thematic areas, countries or regions where there remains a great deal of resistance to gender equality concerns, such as women being active in the labour force, politics or in peacekeeping operations.

6. Gender training should involve senior management.

Often, the gender training audience consists of staff in lower management positions and it was recommended that more senior management attend trainings.

7. Use more creative approaches in gender trainings.

This can involve creative problem solving techniques, art, or art therapy. Using art can help to lower resistances and transform theory into real change on the ground.

8. Plan the training process adequately.

After initial discussions with training contractors and revision of key documents and materials, plan the whole process carefully. This includes setting up a calendar, needed resources, a budget and defining methodological approach, follow up, monitoring and evaluation processes.

9. Keep evaluation at the centre of the training initiative.

- Present expected outputs and outcomes at the beginning of the training process. To add transparency to the training and ensure everyone involved has the same information. It also provides a clear set of goals that can be a solid basis for guiding program design, intervention, monitoring and follow up.
- Establish a baseline from the beginning of training that provides information to evaluate the quality and impact of the training process.
- Define indicators for measuring and describing results and impacts when designing the training process.

10. Adopt an Action Plan for adequate and systematic follow up to gender training.

This should focus on what participants plan to do after they have attended the training and include a mentoring program as part of post training.

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Annex. Members of the UN-INSTRAW Gender Training Community of Practice

- Aimee Therese Faye, Project Monitor & Evaluation Officer, MINUSTAH, Haiti
- Aine Ui Ghiollagain, President, FEFAF, Ireland
- Albert Yeboah Obeng, National Projects Coordinator, Foresight Generation Club, Ghana
- Anna Platonova, Project Officer, OSCE ODIHR, Poland
- Anne Elisabeth Kobaek, Programme Officer, UNDP, Syria
- Annie Michele Salla Nzie, Executive Director, Women Care (WOCAN), Cameroon
- Anu Pillay, Independant Consultant, Gender Advisor to TRC, UNIFEM, Liberia
- Anuradha Mundkur, Associate Director, Flinders University, Australia
- Arabinda Ghosh, Joint Director, Administrative Training Institute Government of West Bengal, India
- Arja Vainio-Mattila, Independent Consultant, Canada
- Azmiya Baderdeen, Independent Trainer, Sri Lanka
- Canon Joyce Nima, BAS Uganda Joint Christian Council, Uganda
- Carina van Vliet, Associate Political Affairs Office, United Nations Office for Disarmament Affairs, USA
- Carmen Baugbog, Gender Affairs Officer, United Nations Volunteer, United Nations Mission in Sudan, Philippines
- Catherine Hill, Independent Consultant, Canada
- Cecilia Lazarte, Gender Coordinator, Christian Aid, Argentina
- Christel Steinvorth, Knowledge Management, Inter-American Development Bank, USA
- Christina Gross, Military Project Manager/Women in Defence & Security Department of National Defence-Canadian Forces, Canada
- Cristina Reyna, IFOR/ Women Peacemaker Program, Netherlands
- Dana Peebles, Director, Kartini International, Canada
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- Eva Richter, UN Representative, BPW-International, USA
- Eve Sandberg, President, Strategic Research Inc., USA
- Folade Mutota, Coordinator, Women's Institute for Alternative Development, Trinidad & Tobago
- Frediane Ndikumana, Independent Trainer, CRS, Burundi
- G. Hernandez, Sinaloa State Council for Domestic Violence, Mexico
- Gabrielle Russo, Policy Coordination Officer, UN DPKO Mine Action Service, USA
- Gerald Fain, United Nations Representative, World Lesiure Organization, USA
- Gina Gallardo Rivas, Program Coordinator, IMO, Dominican Republic
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- Isaac Aggrey, Founder / Chairperson, Women Business Center, South Africa

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- Jason Laker, Associate VP & Dean of Student Affairs, Assistant Professor of Women's Studies, Queen's University at Kingston, Canada
- Jatinder Kaur, Counsellor/Social Scientist, Crime Against Women Cell Sangrur (Punjab), India
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- Marcela Bordenave, UMA, Argentina
- Margaret Capelazo, Gender Specialist, CHF, Canada
- Maria Jose Moreno Ruiz, Senir Gender Advisor, GTZ, Morocco
- Maria Luz Aquilante, UNIFEM, Mexico
- Marie Sicat, Social Affairs Officer, UN Economic & Social Commission, Thailand
- Marie-Katherine Walker, Gender Specialist, Oxfam, Canada
- Martha Barriga, Political Participation, UN INSTRAW, Dominican Republic
- Meena Sharma, Youth Coordinator, Search for Common Ground Nepal, Nepal
- Meron Genene, Independent Consultant, Ethiopia
- Mohamamd Ismail, Chairperson, RISE, Pakistan
- Monica Larrson, Gender Advisor, EUFOR TChad/RCA
- Mubarak Mabuya, Principal Gender Officer, Ministry of Gender Labour and Social Development, Uganda
- MwtChenziRa Kahina, Revolutionary Ancestral Wombmyn & Per Ankh Institute, Virgin Islands, USA
- Nadia Batool, Training Specialist-PLSP USAID, Pakistan
- Nadia S.K Al Alawi, Bahrain Women Association, Bahrain
- Naomi Hansen, Development Officer, International Indigenous Women's Forum, USA
- Naryan Vitthal Solanke, President, Universal Versatile Society of India, India

- Nestorine Campaore Sangare, Executive Director, Centre for Research & Intervention in Gender & Development, Burkina Faso
- Nicola Popovic, Gender, Peace & Security Programme Officer, UN-INSTRAW, Dominican Republic
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