TYPOLOGY ON TRAINING FOR GENDER EQUALITY

TYPOLOGY ON TRAINING FOR GENDER EQUALITY

UN WOMEN TRAINING CENTRE
April 2016

TABLE OF CONTENTS

EXECUTIVE SUMMARY

This Typology offers a classification of "types" of training for gender equality. It aspires to support training commissioners to plan, develop, design, deliver and evaluate training-related activities more strategically and realistically. It also seeks to contribute to the standardisation of terminology.

With terms often used interchangeably, there is a risk of confusion surrounding training for gender equality. Only by being clear about what "type" of training to undertake can we set realistic objectives, pick appropriate modalities, use effective methods, cater to the needs of audiences, and select suitable trainers. Whatever type is undertaken, however, all forms of training for gender equality are ultimately about "transformation". Specifically, "transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment."[1] It is also important to recall that different kinds of training are not mutually exclusive or set in stone. Effective learning is an on-going, continuous and dynamic process, a "circle" or "cycle" of learning rather than a linear trajectory.

This Typology derives from the experiences and reflections of the UN Women Training Centre, including several pieces of work it has undertaken, such as the Review of how training for gender equality has evolved since the Beijing Platform of Action, Annual Work Plan Reviews from a training perspective, and reports of the Expert Group Meeting on Training for Gender Equality. It should be noted that this typology is a working paper that will be further strengthened through additional practice and learning.

Types of Training for Gender Equality

It is useful to distinguish between five broad "types" of training:

- **Awareness-raising and consciousness-building,** which introduces participants' to key issues concerning gender (in)equality and women's empowerment;

- **Knowledge enhancement,** which provides more in-depth information and understanding on these issues and the power structures underlying inequalities;

- **Skills training,** which strengthens participants' competences in this field by offering instruments, tools, techniques and strategies with which to apply their knowledge in practice;

- **Change in attitudes, behaviours,** and practices, which fosters lasting positive changes in the way participants think and act, as well as their long-term habits; and

- **Mobilisation for social transformation,** which stimulates participants' capacity to collaboratively put their knowledge, motivation and skills into practice, in order to change their work, communities and daily lives into more gender equitable spaces.

The training Cycle

Training for gender equality is a planned activity guided by a specific objective related to achieving positive change. It is prepared and delivered by a training team/facilitators via a horizontal learning process wherein both trainers and trainees learn from one another. It is ideally guided by a participatory, feminist methodology and employs a host of interactive methods and tools in different settings or modalities. These issues are rendered much clearer when the type of training is defined.

The Training Cycle

Any training activity must take into consideration the training cycle, as all its stages must be well-planned and budgeted. Identifying the type of training helps to clearly navigate these stages:

---

1   UN Women Training Centre (n.d.) "Glossary".

- **Analysis:** assessing the feasibility of the training and identifying the intended learning objectives;

- **Planning:** recruiting participants and facilitators, organising logistics and setting budgets, and conceptualize technical/substantive aspects of training;

- **Design:** constructing the training's outline, including the methodological approach, modality, timeframe, monitoring and evaluation strategies, and adaptations to different contexts/cultures;

- **Development:** developing the training content and the methods and tools to be used in response to the learning objectives;

- **Implementation:** running the training and addressing resistances; and

- **Evaluation:** monitoring, evaluating and following-up on the training.

Modalities

There are three leading "modalities" for training for gender equality: online (either moderated or self-paced); face-to-face; and blended. Ultimately, no single modality can fit all training needs. One might be well-suited to one purpose, but less useful for another. Thus, the modality chosen depends on the type of training selected, particularly in terms of its objectives, the needs and characteristics of its audience, and the timeframe and resources available.

Methodologies

A methodology is the approach that guides the training. Given their commitment to transformative change, all types of training for gender equality follow, or should ideally aspire to follow, feminist, participatory methodologies. Guided by the "goal of bringing about change", these strive to understand gender hierarchies, recognise power relations, and to overcome these through collaboration and participation. Convinced that the "personal is political", they "value the capacity and knowledge of trainees and involve them throughout the learning process."[2]

Methods and Tools

Methods are the procedures that we employ to undertake training, such as discussions and role-plays. Tools are the supporting materials used over the course of training, including toolkits, films, posters, etc. These are influenced by the type of training, the mythological approach and the modality selected. While many methods are useful for different types of training, some may be better suited for specific contexts, modalities or settings.

Audiences and Facilitators

Target groups are intimately linked to the type of training conducted. While some initiatives (e.g. "awareness-raising") may be best suited to those with low levels of exposure to gender equality issues, others assume that participants have higher-levels of knowledge and skills (e.g. "social transformation"). Nevertheless, it would be incorrect to assume that certain types of training are "better" for certain kinds of trainees. Moreover, while facilitators should always be experienced, the greater the audience's knowledge on gender equality, the greater the need for more senior experienced trainers with strong facilitation and technical knowledge on the topics.

Timeframes and Budgets

The duration of different types of training may vary greatly. For instance, while "awareness-raising" initiatives may be conducted in shorter timeframes, some campaigns may span significantly longer durations. Both durations and modalities necessarily affect budgets. Realistic resources must be allocated to meet the objectives of the training. Monitoring and evaluation strategies also require appropriate financing, as the verification of indicators must be financed to ensure that progress towards the achievement of results is assessed and transformative change achieved.

2   UN Women and DCAF (2012) *Gender and Security: Training Manual.* New York: UN Women.

INTRODUCTION

This Typology aims to offer a classification of different types of training for gender equality, as well as to clarify key concepts in this field. While it is by no means exhaustive, it is hoped that it will support training commissioners to plan, develop, design, deliver and evaluate training-related activities more strategically and realistically. The Typology further seeks to contribute to the standardisation of terminology on training for gender equality.

The Typology derives from the experiences and reflections of the UN Women Training Centre, including several pieces of work it has conducted, such as the review of how training for gender equality has evolved since the Beijing Platform of Action, Annual Work Plan reviews from a training perspective, and reports of the Expert Group Meeting on Training for Gender Equality. It should be noted that this typology is a **working paper** that will be further strengthened through additional practices and learning going forward.

This paper is divided into three parts. The first provides a brief background on the need for clearer terminology in the sphere of training for gender equality. The second outlines five broad "types" of training. Finally, the third section connects these to the stages of the training cycle, while reflecting on issues like modalities, methodologies, methods, audiences, facilitators, timeframes and budgets. Additionally, an annex outlining the definitions of key terms is provided.

BACKGROUND AND RATIONALE

Since the landmark Beijing Conference in 1995, training for gender equality has proliferated worldwide. However, no agreed terminology exists on different kinds of training. The distinction between terms like "gender training", "capacity building" or "awareness-raising" is often vaguely and differently understood. Terms tend to be used interchangeably, despite denoting vastly different types of training in practice. The most common terms used to refer to training activities across the Beijing review process are presented in the Figure below.[3]

It is important to distinguish between training and "capacity development", a term which is attributed distinct meanings in different spheres and by diverse actors. The United Nations has defined capacity as

"the ability of people, organisations and society as a whole to manage their affairs successfully". Capacity development has been taken to mean "the process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time."[4] "Capacity development" should not be used as a synonym for training for gender equality, or as a term to describe a particular type of training. Instead, it is most usefully understood as a broader process of structural change of which training is a key part.[5]

Given the confusion surrounding training for gender equality, common definitions are needed to clearly identify what kinds of training can be carried out. This will make it easier to set realistic objectives, employ an adequate methodology, pick appropriate modalities, use effective methods, cater to the needs of audiences, and select suitable trainers. In short, by being clear about what "type" of training to undertake, we will be better placed to accurately, and strategically, plan and deliver an effective training, and assess its impact. Allowing for a degree of linguistic and conceptual variation, a number of sources distinguish between several broad categories of training[6], which may be synthesised into the following five "types". These are outlined in greater detail in the section on "Types of Training for Gender Equality":

- Awareness-raising and consciousness-building;

- Knowledge enhancement;

- Skills training;

- Change in attitudes, behaviours, and practices; and

- Mobilisation for social transformation.

FIGURE 1

Terms used interchangeably across the Beijing review process to refer to training for gender equality. Adapted from the UN Women Training Centre's publication "Training for Gender Equality Twenty Years On" (2015).

---
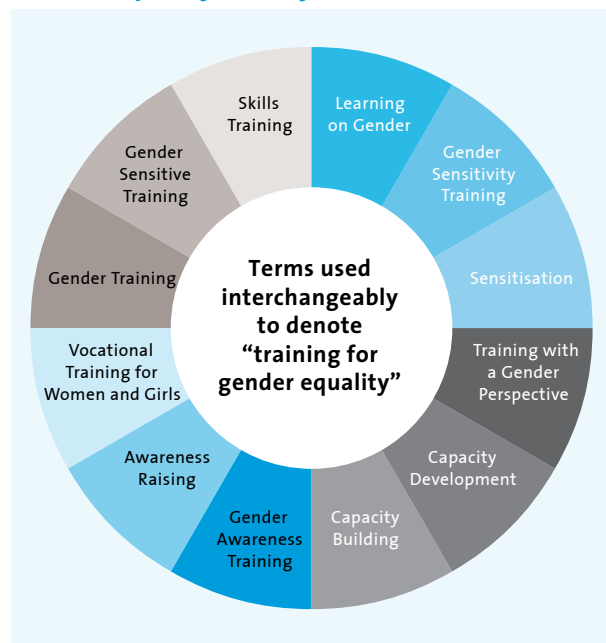
3   Figure adapted from the publication: UN Women Training Centre (2015) *Training for Gender Equality: Twenty Years On*. Santo Domingo: UN Women Training Centre. Available: http://gtcop.unwomen.org/images/Paper_TrainingFor GenderEquality20-B.pdf

4   UN definition, quoted in the UN Women Training Centre (2014) *Gender Equality Capacity Assessment Tool.* Santo Domingo: UN Women Training Centre. Available: https://trainingcentre. unwomen.org/pluginfile.php/453/mod_page/content/1/ Capacity_AssessmentTool_En.pdf

5   UNIFEM (2010) *Framework and Guidance Note for Capacity Development*. New York: UNIFEM. Available: http://www.undp. md/employment/2010/50-100/092/Annex_2_UNIFEM_HQ_ Capacity_Dev_Strategy_March_2010.PDF

6   See, for instance, Siwal, B. R. (2005) *Basic Framework and Strategy for Gender Training.* Available: http://www.eldis.org/ fulltext/DOC20260.pdf

Theory of change

The UN Women Training Centre's understanding of training for gender equality is based on its overarching theory of change currently being articulated. While this is still in the process of development, it is useful to outline the kinds of ideas which underpin this theory of change and, by extension, the Training Centre's work overall. Perhaps most significantly, its approach challenges the narrow views of training as "one-off" or "information-heavy interventions". It is predicated upon the realization that to use training as a means of achieving institutional transformation requires "conveying experiential, motivational, and practical elements, not just abstract knowledge, and exists in a cycle of transformation in organizations and individuals." 7 This theory of change also upholds the "fundamental reflexivity of the change process". That is, the need for trainings, facilitators and participants to question their own assumptions and continually negotiate power dynamics in the learning process. So too must training consider such elements as feminist pedagogy, intersectionality, other power inequalities, and social changes or the absence thereof.[8]

---

7   Ibid.
8   Ibid.

TRAINING FOR GENDER EQUALITY

Before turning to different types of training, it is necessary to first define "training for gender equality". We understand it to be:

A transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviours. [...] It is a tool and a strategy to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development. Training helps men and women to build gender competence and acquire the knowledge and skills necessary for advancing gender equality in their daily lives and work.[9]

In concrete terms, training for gender equality is a planned activity with a specific objective in mind related to achieving positive change. It is prepared and delivered by a training team/facilitators via a horizontal learning process wherein both trainers and trainees learn from one another. As such, training is ideally guided by a participatory, feminist methodology and employs a host of interactive methods and tools in different kinds of settings, e.g. face-to-face or blended, or online. The details of this process are outlined at length below.

Above all else, training for gender equality is about "transformation". All types of such training involve questioning the power dynamics at play in society that give rise to gender inequality. At its core, training concerns participants developing the knowledge, desire and abilities to transform their daily lives, communities, and institutions into more gender equitable spaces. It also involves changes in their attitudes, behaviours, and practices in relation to gender norms, roles, and relations. Whatever the type of training undertaken, all trainings are ultimately about "transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment."[10]

It is also important to remember that training for gender equality is addressed to individual actors, even when it focuses on structural power dynamics. For broader institutional change to arise, an explicit gender mainstreaming strategy is required.[11]

A "circle" of learning

Different types of training are not mutually exclusive; many elements overlap between each of the types outlined below. Nor are they meant to imply a chronological process of learning, where awareness is followed by knowledge, then skills, and change in attitudes, behaviours and practices, and finally, social transformation. Effective learning is an on-going and continuous process in which "learning" is more usefully understood as a "circle" or "cycle", not a linear trajectory of understanding, the acquisition of capacity, and the achievement of results. The need for awareness-raising and knowledge enhancement, for instance, is ever present. This is particularly true as we undertake processes of questioning power and privilege, which are central to training for gender equality. This must be borne in mind when considering broad "types" of training. Distinguishing between them is a valuable means of planning training initiatives – from defining objectives, to selecting methodologies, modalities, and methods – with greater clarity. However, it is vital to recall that these distinctions are not set in stone and that processes of learning are essentially dynamic.

---

9   UN Women *Training Centre (2015) Training for Gender Equality: Twenty Years On*, p. 11.

10 UN Women Training Centre (n.d.) "Glossary". Available: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&full-search=0&page=-1
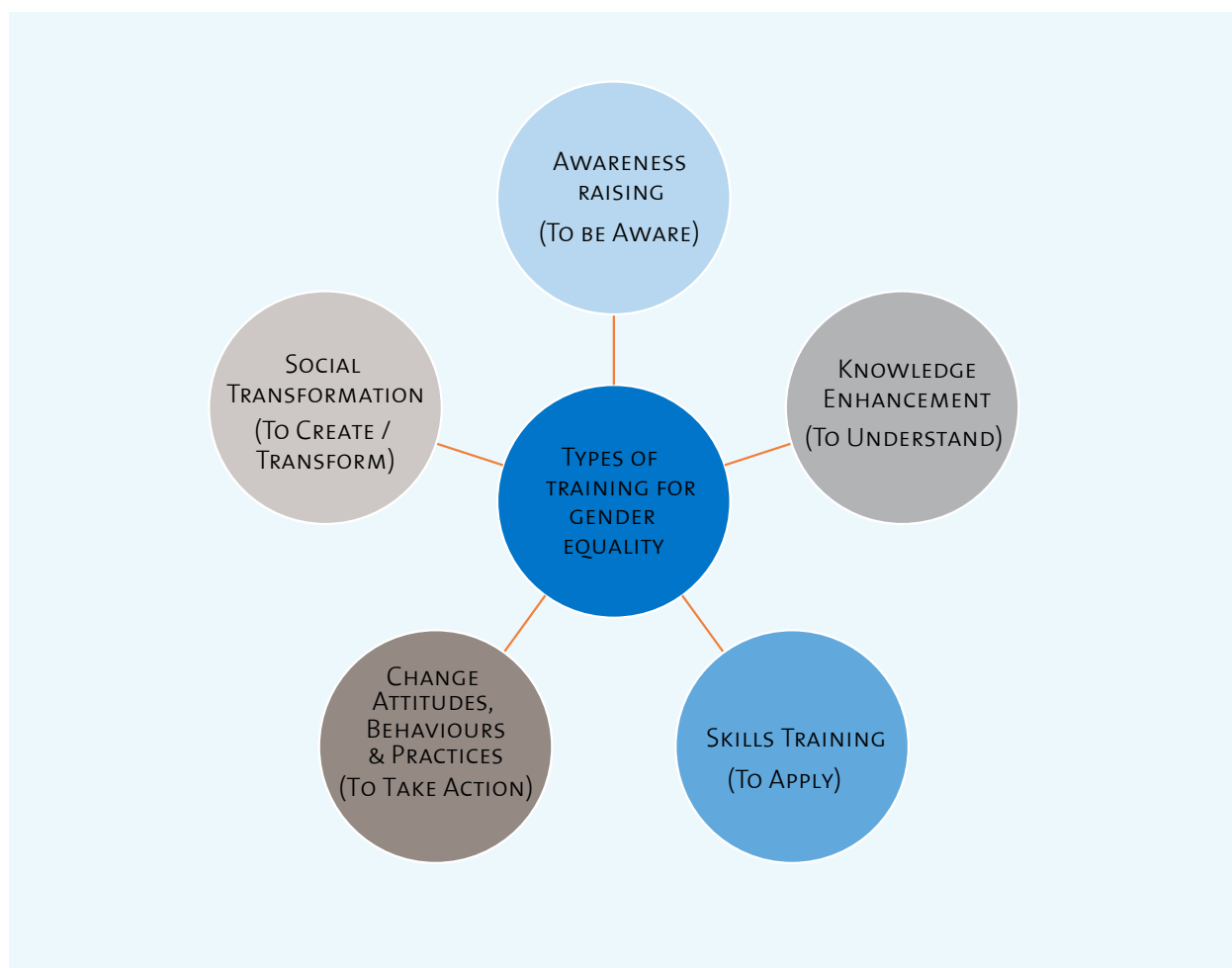
11 Marx Ferree, Myra (2015) "Training for gender equality as a source of organisational change." Santo Domingo: UN Women Training Centre, p. 4.

TYPES OF TRAINING FOR GENDER EQUALITY

The following outlines of five broad "types" of training for gender equality stand to contribute to each stage of the training cycle. In particular, they are useful for supporting the planning, development and design stages of training initiatives.

Five broad "types" of training for gender equality

Awareness raising (To be Aware)

Knowledge Enhancement (To Understand)

Types of training for gender equality

Social Transformation (To Create / Transform)

Change Attitudes, Behaviours & Practices (To Take Action)

Skills Training (To Apply)

TABLE 1
Types of Training for Gender Equality

Type of training	Purpose	Level of influence/ change	Suggested Audience	Examples of Learning Verbs	Examples of indicators	Examples of modes of verification	Examples of UN Women TC Courses
Awareness Raising	Introduce participants' to key issues and concepts concerning the topic of gender (in)equality and women's empowerment, so as to equip them to appreciate key concerns and challenges in this field	Awareness, consciousness, sensitivity	Participants with little or no prior knowledge of gender equality issues and women's empowerment, e.g. the general public	To be aware; to be conscious of; to be sensitised to; to "react"; to define; to recall; to remember	The number or percentage of participants who, after completing the training, demonstrate greater consciousness[13] of gender equality issues and their importance; evidence that participants have become more sensitive to issues of gender equality and women's empowerment	Comparison of ex-ante and ex-post questionnaires (i.e. before and after the training. The length of time after the training before ex-post questionnaires are conducted may vary, e.g. six months, one year, etc., and must be decided by the training commissioners and training team)	I Know Gender: An Introduction to Gender Equality for UN Staff
Knowledge Enhancement	Provide participants' with more in-depth information on issues surrounding gender equality, women's empowerment, and the broader power structures underlying inequalities, so as to increase and strengthen their understanding thereof and equip them to critically reflect on gender norms, roles and relations	Knowledge, understanding	Participants with basic knowledge of gender issues, ranging from the general public to practitioners, policy makers, and private sector representatives	To understand; to comprehend; to "learn"; to reflect on; to develop a critique; to identify; to grasp; to know	The percentage of participants who, after finalising the training, report the ability to critically reflect on gender norms and connect these to broader power structures; evidence that participants display increased understanding of gender equality issues	A comparison of ex-ante and ex-post questionnaires (the length of time after the training for the ex-post questionnaire must be determined by the training team and training commissioners)	Looking Within: Understanding Masculinity and Violence Against Women and Girls

12 The indicators may correspond to any of the learning verbs suggested for the different types of training. For instance, in this case other indicators could be that participants "are able to recall gender equality concepts, issues and theories", etc.

Type of training	Purpose	Level of influence/ change	Suggested Audience	Examples of Learning Verbs	Examples of indicators	Examples of modes of verification	Examples of UN Women TC Courses
Skills Train-ing	Strengthen participants' specific com-peten-ces in the field of gender equal-ity and wom-en's empow-erment by providing them with instruments and strategies with which to apply their knowledge in practice – in their daily lives, com-munities and institutions – so as to enact change to-wards greater gender equal-ity	Skills, actions, application, compe-tences	Participants with knowledge of gender equa-li-ty issues, but little experi-ence of apply-ing this in practice, e.g. particularly tho-se account-able for, or tasked with, promoting gender equali-ty and redress-ing gender power imbal-ances.	To apply; to "learn by doing"; to employ, to demonstrate, to solve, to illus-trate, to choose, to use	The extent to which parti-ci-pants, after the training (e.g. 1 year later), inte-grate a gen-der perspective in their daily lives, work and/ or communities so as to promote change therein	A review of outputs (e.g. documents, reports, etc.) from parti-ci-pants' work before and after the training; inter-views/ questionnaires (ex-ante and ex-post) to assess how participants have incorpo-ra-ted a gender perspective in their daily lives; reviewing local politics or budgets (ex-ante and ex-post) to as-cer-tain gender responsiveness at the com-mu-nity-level	Why We Care about Care: An Online Moderated Course on Care Economy Participatory Gender Audit Empowering UN System Gender Focal Points
Change in attitudes, behaviours, and prac-tices	Foster lasting posi-tive changes in the way participants think and act – both in terms of their conduct and long-term habits – so that they begin to synthesise their critical reflections on gender (in) equality, apply gen-der analysis, and facilitate change in institutional practices	Attitudes, beha-viours, practices, policies, institution-al practices and proce-dures, budgets	Participants with at least a basic level of knowledge and skills in gender equality issues, e.g. UN-system personnel	To analyse and synthesise; to "behave"; to appraise; to judge; to evaluate; to examine; to explore; to question; to dissect; to scrutinise; to integrate	The percentage of participants who, after finalising the training (e.g. six months-1 year later) show evidence of posi-tive changes in their attitudes, behaviours and practices with respect to gender equality; evidence that participants conduct and habits are beginning to facilitate change in institutional practices	Comparison between ex-ante and ex-post ques-tionnaires and interviews, or self-evaluation by participants	Looking Within: Understanding Masculinity and Violence Against Women and Girls

Type of training	Purpose	Level of influence/ change	Suggested Audience	Examples of Learning Verbs	Examples of indicators	Examples of modes of verification	Examples of UN Women TC Courses
Mobilisation for social transformation	Stimulate participants' capacity to collaboratively put their knowledge, motivation and skills into practice, in order to begin to transform their work, communities and daily lives into more gender equitable spaces	Advocacy, mobilisation, institutional and structural change	Participants with a mid- or advanced-level of knowledge and skills in gender equality, e.g. Gender Focal Points	To create: to transform; to "result in"; to mobilise; to advocate; to construct; to develop; to alter; to influence	Evidence of participants advocating for transformative change in their work, communi-ties and daily lives; number of participants who report increased capacity to use their knowledge, motivation and skills to transform their daily lives, communities and/or institutions	Assessment of the kinds of advocacy initiatives undertaken by participants, as well as the work of their institu-tions (policies, procedures, outputs, etc.) after the training (e.g. six months or one year later; the length of time later must be decided by the training team and training commission-ers) using looks such as the Gender Audit	N/A

1. Awareness-raising

One key type of training for gender equality involves participants becoming "aware" or "conscious" about gender power imbalances, patriarchy and its multiple dimensions.[13] That is, they become sensitised to issues of gender (in)equality and women's empowerment, as well as the power structures underlying these issues. This form of learning concerns how participants "react" to information by beginning to appreciate the importance of gender equality in general and in their own specific contexts. The objectives of this type of training presuppose that participants have little or no awareness of gender equality concepts, norms and dynamics, and may be "newcomers" to such debates. Awareness-raising, therefore, can serve as a form of introduction to gender equality issues. For instance, training to "sensitise" law enforcement officials to the need to provide equitable and non-discriminatory services to survivors of gender-based violence; or training to increase security personnel's awareness of the importance of meaningfully engaging both women and men in peace operations. Nevertheless, it is important to recall that awareness-raising initiatives may be beneficial for a wide spectrum of audiences, such as those with previous knowledge of gender equality issues, in order to sensitise them to specific concerns. Similarly, the duration of such trainings may vary depending on the learning objectives which are set, which in turn affects the financial resources required, as discussed below.

Commonly used synonyms for this form of training

Sensitisation; consciousness raising; gender awareness training; gender sensitivity training; gender sensitive training. While these are often employed, for the sake of coherence it is advised that "awareness-raising", as outlined above, be used to refer to this type of training.

Possible questions which this type of training could touch upon include: *How are gender relations constructed? Why is gender equality important?*

13 Kelly, Kristy (2015) "Social Learning, Adult Learning and Feminist Pedagogies." Santo Domingo: UN Women Training Centre, p. 7.

2. Knowledge Enhancement

Knowledge enhancement involves strengthening participants' understanding of gender equality and inequalities, including key concepts, theories, evidence, causes and implications. In contrast to "awareness-raising", this not only entails them becoming aware about such issues, but also adds to their comprehension of issues surrounding gender equality and power imbalances in a more in-depth manner. This is a key stage of "learning", that is 'the degree to which participants acquire intended knowledge as a result of the training.'[14] This does not imply that knowledge in such trainings is meant to be transferred in a linear fashion from trainer to trainee. Rather, this form of training is most effective when it invites the participants to reach an understanding of the issues presented through a process of critical reflection on their own beliefs and experiences. "Knowledge enhancement" presupposes an audience with at least a degree of basic knowledge of gender equality. As in the case of all types of trainings, the timeframes and budgets required for such initiatives may differ in accordance with the modality and learning objectives selected.

Possible questions which such initiatives could consider include: *Why is the promotion of gender equality important for participants' daily lives, communities, and institutions? What are the causes and implications of gender (in)equality, and how do these relate to participants' own experiences?*

> **Commonly used synonyms for this form of training**
>
> Knowledge building; knowledge development. For the sake of consistency, it is recommended that the term "knowledge enhancement" be used to refer to this kind of training.

3. Skills Training

Rather than focusing on increasing awareness ("awareness-raising") and understanding ("knowledge enhancement"), "skills training" involves participants "applying" the skills they gain through training. This is where "competences" begin to change as a result of training. The "action-orientation" of such initiatives holds that training can "provide situation-specific skills that will enable all the actors to deal 'better' with challenges"[15], and that this will afford them greater space to apply their knowledge of gender equality. For instance, this could involve providing women with literacy and self-administration training to improve their economic performance[16], on the understanding that they will be better placed to assert their rights to decision-making responsibilities within their homes and communities. It could also involve training on developing gender responsive budgets, conducting gender analysis, or mainstreaming gender into sector-specific interventions, such as health interventions.

As this type of training relates to strengthening the abilities of participants to implement their learning on gender equality, it must offer them effective skills with which to do so. Given its specificity, it suggests a relatively short timeframe, for instance six months, in which results can be discerned and reasonable inferences made about whether training goals have been achieved[17]. Nevertheless, the duration and associated costs of such initiatives will vary depending on its learning objectives and the modality chosen. Skills training also presumes that the target group already has some knowledge and understanding of gender issues, albeit little experience of applying this knowledge in practice. Questions which may be tackled by this type of training include: *how can understandings of gender equality contribute to participants´ skills in certain spheres, e.g. the sector in which they work?*

> **Commonly used synonyms for this form of training**
>
> Vocational training for women and girls; skills development; skills enhancement; skills building. In order to avoid confusion, it is recommended that the term "skills training" be used to refer to such initiatives.

"Vocational" training may be regarded as a subset of skills training, which relates to particular skill sets called for as part of a specific vocation, job or task. While skills training is more general, vocational training can be seen as another more specific "level" of skills training. Both vocational and skills training have been

---

14   Bates, Reid (2004) "A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence", Evaluation and Program Planning, 27, p. 341-347.

15   Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 13-14.

16   UN Women *Training Centre (2015) Training for Gender Equality: Twenty Years On*, p. 19.

17   Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 13-14.

criticised as a more technical or instrumental approach to training for gender equality[18]. They may run the risk of implying that skills are imparted "to" participants so as to enable them to carry out certain tasks, for instance, gender responsive budgeting. However, it would be inaccurate to assume that this should entail a linear transfer of knowledge. Good practices of this kind of training do not involve trainers merely imparting skills to participants; rather trainees "learn by doing". That is, they gain the ability to implement their skills by practicing how to deploy them during interactive training sessions.

Change in attitudes, behaviours, and practices

Beyond developing specific skill sets, this type of training involves the synthesis of trainees' critical reflections towards concrete changes in their attitudes, behaviours and practices, and in institutional procedures. Participants in "awareness raising", "knowledge enhancement", or "skills training" initiatives develop knowledge and skills regarding gender equality. Interventions to evoke "change in attitudes, behaviours and practices" may be said to foster the "motivation" needed to put their knowledge and skills into practice, and to begin to affect change. This is where participants truly begin to "take action" towards lasting change. That is, their conduct and "behaviour" notably alters, evoking tangible change in their day-to-day "practices" and customary habits. Such initiatives also denote a broader process of empowerment over time, in which participants critically and analytically reflect on their learning and skills to understand the links between concepts, theories, and their application. It further implies participants working towards synthesising this information to form new understandings of deeper structural issues. In doing so, changes in their attitudes lead to concrete changes in their behaviours and actions and, crucially, in the wider institutional practices and procedures in which participants function. This contributes to making their daily lives, work, communities and institutions more gender equal spaces.

Overall, this type of training calls for participants with a foundation of knowledge and skills in gender equality, which training should then fine-tune. While all trainings require adept facilitators, such initiatives would be best served by highly experienced trainers, able to negotiate resistances. This is important as trainings which evoke challenges to structural power dynamics may elicit institutional resistance from organisations. It may also prompt individual resistance from participants, especially if they feel they do not have the space to implement their learning in practice. This may presuppose a longer-term training initiative, although the duration and costs may vary in practice.

> **Commonly used synonyms for this form of training**
>
> Capacity, attitude and practice change; development of capacities and practices. For the sake of coherence, "change in attitudes, behaviours and practices" is recommended as the preferred term to use.

Questions which may be discussed in this type of training include: *how can knowledge of gender equality issues, theories and concepts be applied in practice?*

Mobilisation for social transformation

Social mobilisation is a "tool that enables people to organise themselves to act collectively to achieve the desired goals"[19]. This form of training goes beyond enhancing knowledge, skills, behaviours and practices, and moves toward trainees mobilising to evoke transformation as a result of restructuring their systems of knowledge, motivation and skills. It relates to the conceptual ability not just to know, act, or analyse and synthesise, but to "create" or "transform". That is, to put together distinct ideas to form a new whole and advocate for real social change[20]. This is training that builds on the knowledge, desire and ability of trainees to engage in transforming their daily lives, communities, and institutions to be more gender equitable in practice, by supporting their abilities to "collectively make a difference".[21]

---

18 Kelly (2015) "Social Learning, Adult Learning and Feminist Pedagogies." UN Women Training Centre, p. 7.

19 *WHO (2006) Training Manual for Community-based Initiatives: A Practical Tool for trainers and trainees.* Toshka, Egypt: WHO Regional Office for the Eastern Mediterranean. Available: https://books.google.es/books?id=tf89JHv3zsMC&dq=social+mobilisation+training

20 Anderson and Krathwohl (2001) "Bloom's Taxonomy Revised."

21 Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 12.

This is where "results", as outlined in Kirkpatrick's four-level model, begin to emerge. Such training involves fostering a sense of "community" between participants, and their mobilisation as (feminist) movements towards change.

This type of training assumes that participants already have substantial knowledge and skills in the field of gender equality. Skilled and experienced facilitators are needed, both to support transformative processes, facilitate effective mobilisation, and to negotiate resistances which can emerge in response to transformation. For instance, if participants feel frustrated that their learning is difficult to apply in practice. Negotiating such transformative change appears to presuppose a relatively long timeframe, although their duration and the financial resources required will differ based on the objectives and modality of the initiative.

Questions which may be addressed by such trainings include, for example: *how can participants advocate for change in their communities and institutions so as to effect the transformation of inequitable gender relations?*

Commonly used synonyms for this form of training

Advocacy training; social movement and mobilisation training. As above, the term "social transformation" is preferable for the sake of coherence when referring to such training.
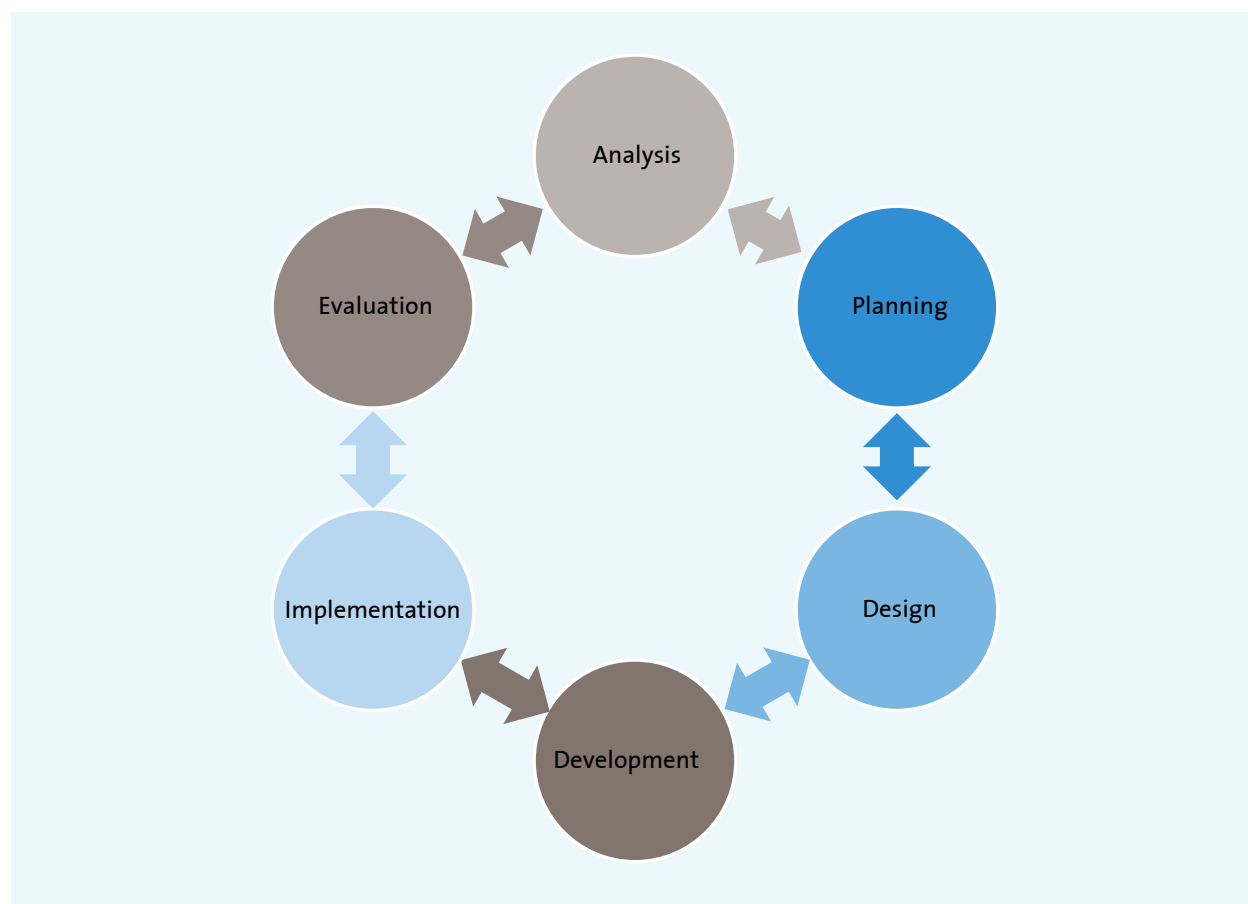
TRAINING CYCLE

Any training activity must take into consideration the training cycle, as all its stages must be well-planned and adequately budgeted, in accordance with the type of training selected. The training cycle encompasses the following stages[22].

Analysis: assessing feasibility and learning needs

First and foremost, it is necessary to determine the feasibility of a training initiative, based on criteria like its relevance to the needs of the target audience/ organisation; its responsiveness to emerging issues; and its cost effectiveness. Identifying what kinds of learning needs the training will cater to is crucial for determining the type of training most appropriate to a particular context. "Arriving at more equality-producing gender relations in organisations and policy outputs of governance involves a first step of diagnosing what features of the system are producing these inequalities."[23] A needs assessment, or the application of a tool like an equality capacity assessment, helps to determine what knowledge, understanding, and skills participants have on gender

The Stages of the Training Cycle

22 UN Women Training Centre (forthcoming) Design, Development, Implementation and Evaluation of Training for Gender Equality Courses.

23 Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 19.

(in)equality, women's empowerment, and gender equality architecture and policies.[24] For instance, if the training is intended to increase staff knowledge on gender statistics, a capacity assessment on this topic, and on gender equality and mainstreaming concerns more broadly, could be undertaken. At this stage, it is important to review the learning objectives identified for the training in order to select the most appropriate type of intervention to meet these goals.

Planning: recruiting participants and facilitators, organising logistics, and conceptualize technical content

This stage involves recruiting participants, based on their assessed needs and characteristics; determining desirable characteristics for facilitators and selecting suitable trainers; and organising the logistics of the training.[25] The specifics of this process relate directly to the type of training selected and the modality to be used. For instance, more experienced trainers with strong technical knowledge are preferable when dealing with participants with more advanced knowledge of gender equality and specific advocacy needs, as in the case of skills building or "social transformation" initiatives. Experienced trainers are also recommended in the case of training undertaken with "high-level" participants (e.g. senior government officials, etc.), regardless of the type of training chosen. It is advisable that facilitators have significant knowledge of the sectors from which participants are drawn, in addition to gender expertise. At this stage logistical matters will also have to be worked out, such as travel and accommodation itineraries for initiatives which employ a face-to-face modality.

Design: constructing the outline of the training

This stage involves outlining the training's learning outcomes/objectives; identifying its target audience and their socio-demographic characteristics; selecting an appropriate methodology; choosing monitoring and evaluation strategies; determining the timeframe; setting out specific tasks and responsibilities; and

considering adaptations to different contexts and cultures. The issues considered are rendered much clearer when the type of training is defined.

It is important to make sure that any type of training is "learner and learning centred". Having defined learning objectives, an appropriate methodological approach should be selected, which will influence the formulation of the content and selection of monitoring and evaluation strategies. Above all, designing training effectively depends on having set realistic goals.[26] Based on the needs assessment carried out in the analysis phase, identified learning objectives or outcomes should be designed in a targeted fashion. Ideally, learning objectives and indicators should be "SMART":

- Specific, i.e. clear and understandable;

- Measurable, i.e. we should be able to determine whether or not it was accomplished;

- Attainable —i.e. possible to accomplish but not so easy that trainees already have the skill in question;

- Relevant— i.e. to the training needs identified; and

- Time-bound—i.e. accomplishable within a certain timeframe.[27]

Development: content and methods

This stage involves developing the training content and the methods and tools to be used. In terms of content, regardless of the type of training pursued, initiatives should take into account the structural nature of inequalities, the power dynamics which reproduce these inequalities, and the privileges enjoyed by some groups but not others.[28] In this way, gender biases and gender blindness[29] become more visible, and the need for tackling the structures that give rise to inequalities becomes clearer. Intersectionality[30]

24 UN Women Training Centre (2014) Gender Equality Capacity Assessment Tool, p. 6.
25 UN Women Training Centre (forthcoming) Design, Development, Implementation and Evaluation of Training for Gender Equality Courses.
26 Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 18.
27 UN Women and DCAF (2012) Gender and Security: Training Manual, p. 7.
28 Ibid.
29 Gender blindness here refers to the failure to recognise that the roles and responsibilities of men/boys and women/girls are assigned to them in specific social, cultural, economic, and political contexts.
30 Intersectionality refers to the ways in which different identities (gender, race, class, etc.) are interconnected. Just as these interconnect or "intersect", so too do related systems and structures of marginalisation and discrimination.

should also be considered.[31] These issues are central to the methodology, or approach, used for training, which is explored in further detail below.

The way in which the training is delivered also hinges on the type of training, in terms of the methods and tools used, and the way in which the learning process is framed. A horizontal learning process appears to be most efficacious in terms of enabling lasting knowledge, regardless of the type of training undertaken.[32] This is outlined below, as is the importance of selecting appropriate methods and tools with which to deliver the training.

Implementation: running the training

This stage involves piloting and implementing the training[33] using the methods and tools selected. Its implementation may face challenges, such as individual or institutional resistance to transformative change. Such challenges will likely correspond to the type of training undertaken. For instance, "change in attitudes, behaviours, and practices" or "social transformation" initiatives, which involve participants putting their learning into practice towards structural change, may elicit strong institutional resistance if management support for gender equality is lacking and they perceive movements towards change as challenges to the status quo. Similarly, it may prompt individual resistance if participants do not feel they have the "space" in which to implement their learning.[34] Resistance, however, can emerge in any type of training. For example, if participants in awareness-raising interventions have little prior knowledge of gender equality, they may be resistant to accepting its importance in general, or for their particular contexts. As such, the design of the training and the facilitators selected must work to address resistance proactively.

Evaluation: monitoring, evaluation and follow-up

Before, during and after its delivery, training must be assessed. Evaluation instruments should be matched to the types of training offered. For both designing and assessing a training intervention, it is important to consider where an institution/group which has been targeted for change "stands in relation to such changes". That is, whether change has yet to begin, whether it is underway, or whether it is already evoking transformation. It is also important to consider the participants' positions in an organisation's or a community's overall structure (i.e. leadership, middle management, front-line workers, etc.).[35] This is vital as the type of training most appropriate for different audiences may vary in terms of their different needs, the profile of the facilitators selected, and how to address resistances most effectively. Evaluation, however, is a complex issue, since it is difficult to measure understanding beyond factual knowledge. [36]Both quantitative and qualitative information are important to assess so as to grasp the true extent of change brought about by training. Quantitative information is easier to measure in practice, for instance, the numbers of participants who have taken a particular action following the training. However, qualitative information is commended for 'giving voice' and enabling participants to convey their experiences "as they perceive them".[37] This helps us ascertain the kinds of actions undertaken by trainees following the training, for instance. Thus, assessment of both quantitative and qualitative information stands to provide a more complete picture of training's transformative impact. This requires that evaluation takes into consideration both the quantitative and qualitative indicators formulated for the training.

Despite the challenges posed by evaluation, it is a crucial task which should be taken into consideration from the beginning of any initiative, so as to design or employ appropriate monitoring and evaluation instruments. In this way, instruments can be chosen in line with the type of training, budgets can be allocated for their implementation, and knowledge of results can be meaningfully increased.

31 QUING (2011) "Madrid Declaration on Advancing Gender+ Training in Theory and Practice."
32 UN Women Training Centre (forthcoming) Compendium of Good Practices in Training for Gender Equality. Santo Domingo: UN Women Training Centre.
33 UN Women Training Centre (forthcoming) Design, Development, Implementation and Evaluation of Training for Gender Equality Courses.
34 UN Women Training Centre (2015) Virtual Dialogue on Resistances in Training for Gender Equality: Report. Available: http://gtcop.unwomen.org/images/Report_VD_Resistances_Eng.pdf

35 Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 15.
36 Ibid., p. 19.
37 Miner, K. and Jayaratne, T. (2013) "Feminist Survey Research", in Sharlene Nagy Hesse-Bibe (ed.) Feminist Research Practice: A Primer. 2nd Edition. SAGE Publications. p.296-329.

MODALITIES

FIGURE 4
Modalities of Training for Gender Equality
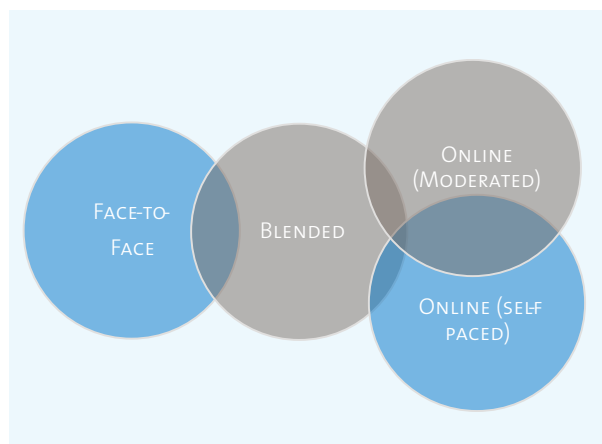
There are three leading "modalities" for training for gender equality: online (either moderated or self-paced); face-to-face; and blended. The table below offers a definition of each, as well as their particular advantages and drawbacks. Ultimately, no single modality can fit all training needs.[38] One modality might be well-suited to one purpose, but less useful for another. Thus, the modality chosen depends on the type of training selected, particularly in terms of its objectives, the needs and characteristics of its audience, and the resources available.

Some sources suggests that, if the type of training to be undertaken is "awareness-raising" or "knowledge enhancement", i.e. which target audiences at an introductory level, online platforms are preferable.[39] Others suggest that "change in attitudes, behaviours and practices" or "social transformation" initiatives are best served by face-to-face settings which facilitate spontaneous, direct interaction.[40] However, the modality best suited to an initiative's needs will vary according to the context of the training. Ultimately, any of the three modalities presented below may be appropriate for different types of initiatives.

TABLE 2:
Modalities of Training for Gender Equality

Modality	Definition	Opportunities	Challenges
Online or "virtual" training (moderated)	Training delivered remotely, via telecommunications technology. Technological tools to facilitate such training can be synchronous (i.e. delivered and moderated in real-time via video conferences, online chats, etc.)	Online learning is praised for its flexibility, convenience, and relatively low costs, as it precludes the expense of travelling to training sites, the costs of accommodation, and printed training materials. Its flexibility is thought to makes it simpler to combine work and training.[1] Its geographical reach means that it can reach groups who could otherwise be excluded from training opportunities, such as individuals in more remote or rural areas.[1] The use of synchronous tools like chat rooms and webinars enable interaction and participation, while fostering a sense of community between learners.	The selection of this modality depends on whether participants have fast internet connections and the IT knowledge necessary to easily access and understand online platforms.[1] It must also be considered whether trainers have the skills required to deliver training virtually platforms. Despite its relatively lower costs, the design and maintenance of online platforms can require significant resources. As such, it is recommended that platforms and associated training initiatives remain in force long-term so as to be cost-effective. Care must be taken to ensure that the risk of learners becoming "disengaged" in online environments[1] is avoided by working to make online training as participatory as possible and by encouraging dialogue between learners and facilitators, and between trainees.

38 Baldursdottir et al. (2014), p. 37-38.

39 Baldursdottir et al., 2014, p. 37-38.

40 Baldursdottir et al. (2014), "New Approaches to Training for Gender Equality: UN Women Training Centre", p. 37-38.

TABLE 2:
Modalities of Training for Gender Equality

Modality	Definition	Opportunities	Challenges
Online or "virtual" training (self-paced)	Training delivered remotely, via telecommunications technology. Technological tools to facilitate such training can be asynchronous (i.e. not in real time, such as discussion forums, reading material posted online, etc., which facilitate self-paced learning).	As in the case of moderated online training, self-paced learning is associated with low costs, flexibility, convenience, and broad geographical reach. Although less focus on synchronous tools like chat rooms and webinars may not facilitate interaction to as high a degree as moderated online learning, self-paced courses often allow participants the freedom to learn at their own pace. Asynchronous tools, for instance, enable individuals with varying degrees of knowledge on gender equality to participate in the same course – those with more knowledge completing basic modules more quickly, and those with less knowledge taking more time.	Similar challenges exist in terms of self-paced and moderated online training. However, in the case of self-paced learning, the possibility of learners becoming disengaged are perhaps more acute, and therefore require even more of a focus on actively engaging participants.
Face-to-face training	Training delivered in physical settings	Face-to-face settings lend themselves particularly well to the application of participatory methods. They are also praised as a means of developing interpersonal ties between participants, and thereby encouraging a sense of "belonging" or "community". Many practitioners have argued that the kind of "social and spatial awareness" and nonverbal communication, such as body language, involved in face-to-face training are of great value to the learning process.[1] Studies suggest that learners feel most comfortable practicing how to apply their skills, or undertaking group work, in face-to-face settings.[1]	The costs of face-to-face training are generally greater than those of online learning, given the travel, accommodation and other logistical expenses it implies. This modality may be less flexible, as trainees do not individually decide the time or the place most convenient for them to engage in training. Its geographical reach is more restricted, as participants must travel to a specific training site, which may pose difficulties for some, e.g. those in remote or rural locations.
Blended or "hybrid" training	Training which combines online and face-to-face components	A blended modality can enable the assets of online and face-to-face training to complement one another. For instance, such a modality was chosen for UN Women Training Centre/ITC-ILO's course for UN-System Gender Focal Points for this very reason. Research into the demands of training participants and experts suggests a rising demand for blended training – with, for instance, online platforms to disseminate materials and background information[1], and face-to-face sessions to enable spontaneous interaction and direct networking with fellow trainees and facilitators.	Although the drawbacks of online and face-to-face learning may be mitigated through the selection of a blended modality, this form of training also faces challenges common to both modalities. For instance, it must take into consideration participants' IT knowledge, as well as the logistical issues and expenses entailed in face-to-face training.

METHODOLOGIES

A methodology is the philosophy which underlies how a process,[41] such as training, does or should proceed. That is, it is the approach that guides the training. It should not be confused with training methods, which are the activities applied during training sessions to deliver content and meet the initiative's objectives. [42]Methodologies are influenced by epistemology (which asks "what is knowledge?"), ontology ("what is reality?"), logic ("what is reasoning?"), and axiology ("what is consciousness?"). Thus, the way in which we approach questions of knowledge, reality, values and logic influences the approach we take in our training design. Training methodologies for gender equality should preferably be based on feminist pedagogies, i.e. ways of teaching and learning guided by feminist principles.

Of the myriad training methodologies which exist, perhaps the most effective for evoking transformative change through any type of training for gender equality are feminist, participatory methodologies.

- At its core, feminist methodology has the "goal of bringing about change". This drives attempts to understand gender hierarchies, and other power hierarchies, as well as their effects on the subordination of women and disempowered groups. [43] Such an approach holds that the "personal is political". Thus, it fosters the critical personalisation of gender issues through collective learning. Feminist methodologies are concerned with diversity (i.e. different social identities such as race, class, sexual orientation, etc.) and people's personal experiences, as well as questions surrounding the nature of knowledge. Crucially, feminist methodology strives to be "participatory", in the sense that it "values the capacity and knowledge of trainees and involves

them throughout the learning process." [44] Its concern lies in what power dynamics are at play[45] in the training process, and how transparency, inclusivity, and participation can help to mitigate these hierarchies. Such approaches involve recognising power relations and striving to overcome hierarchies through collaboration and participation, as far as possible.

---

41 Tickner, J. Ann (2005) "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions," International Studies Quarterly 49, p. 3.

42 Ibid.

43 Tickner (2005) "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions", p. 4.

44 UN Women and DCAF (2012) Gender and Security: Training Manual. New York: UN Women.

45 Cornwall, Andrea and Jewkes, Rachel (1995) "What is Participatory Research?" 41(12), p. 1668. Available: http://www.civitas.edu.pl/pub/nasza_uczelnia/projekty_badawcze/Taylor/what_is_participatory_research.pdf

METHODS AND TOOLS

Methods are the procedures that we employ to undertake training. That is, how the subject matter will be dealt with in a broad sense, such as discussions, role-plays, etc. Tools may be understood as the supporting materials used over the course of training, including toolkits, films, posters, etc.[46] Training methods and tools are influenced by our choice of methodology.

In virtually every type of training for gender equality, it is preferable to plan a variety of exercises which focus on "doing, analysing, discussing, thinking, listening and reading."[47] Many methods are useful for different types of training. For instance, reading and reflection exercises, such as the analysis of specific case studies, can contribute both to more introductory trainings, e.g. "awareness-raising" and "knowledge enhancement", as well as to trainings where participants have more advanced knowledge and skills concerning gender equality. Lengthier reading exercises may be best suited for an online modality, where participants can read and reflect at their own pace. Interactive methods like role-plays enable trainees to practice implementing their new "skills" or "capacities" in a safe space. These appear best suited to face-to-face settings, where participants can interact in person. Inviting participants to present their own experiences is another valuable method which can help them apply their learning in practice; enhance the participatory nature of the training; build a connection between trainees; and add to their sense of ownership of the training.[48]

---

46 Pant, Mankani (n.d.) "Participatory Training Methodologies and Materials", UNESCO. Available: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_12.pdf

47 UN Women and DCAF (2012) Gender and Security: Training Manual. New York: UN Women.

48 UN Women Training Centre (forthcoming) Compendium of Good Practices in Training for Gender Equality. Santo Domingo: UN Women Training Centre.

AUDIENCES AND FACILITATORS

As discussed above, the target group for the training is intimately linked to the type of training conducted. "Awareness-raising" initiatives may be best suited to those with low levels of awareness or knowledge of gender equality. "Change in attitudes, behaviours and practices" or "social transformation" initiatives assume a mid- to high-level of knowledge and skills on gender equality. Another important factor to consider is the sector and seniority of participants. It would be incorrect to assume that certain types of training are "better" for certain kinds of trainees. However, their sectoral context will influence their needs assessments, the training objectives, and therefore the type of training selected. So too will their positions. It is important to target individuals at all levels: leadership, middle-management, front-line workers, etc.[49] Leadership training or advocacy is useful for encouraging buy-in for gender equality initiatives. Leaders/managers allocate resources and sanction policies that can lead to lasting change. However, training at other levels is also important, as the implementation of strategies in favour of gender equality relies on the commitment of individuals at every level of society.

Ideally, facilitators should be experienced trainers, well-versed in gender equality issues. The greater the audience's knowledge on gender equality, the greater the need for senior or highly-experienced trainers. This is recommended for establishing legitimacy in the eyes of trainees; for adequately supporting complex processes of transformative change; and for effectively negotiating individual and institutional resistances. To enable mutual dialogue and horizontal learning, target groups and facilitators should be well matched. When participants have expertise in their field, it is advisable that trainers be well-versed in the sectoral context of trainees. This helps to contextualise trainings, as does the selection of local facilitators – or partnerships with local co-facilitators – to contextualise the training to specific cultural and linguistic contexts.[50] It is recommendable that facilitators reflect on and question their own assumptions, acknowledging that they too learn from participants.

49 Marx Ferree (2015) "Training for gender equality as a source of organisational change." UN Women Training Centre, p. 15.

50 UN Women Training Centre (forthcoming) Compendium of Good Practices in Training for Gender Equality. Santo Domingo: UN Women Training Centre.

TIMEFRAMES AND BUDGETS

Timeframes for different types of training may vary greatly. For instance, while "awareness-raising" initiatives may be conducted in shorter timeframes, some awareness-raising campaigns may span significantly longer durations. Similarly, "social transformation" initiatives, which are often longer-term undertakings, may be conducted in short, intensive training sessions. Timeframes will necessarily affect the budgets required for training. In this respect, realistic resources should be allocated to meet the objectives of the training. The modalities chosen will also have an impact on budgets. While online learning may imply lower costs in the long run, the expense of creating mobile learning platforms may be considerable and would probably not be cost-effective if only a few training sessions are planned. Face-to-face training may entail greater expense if it involves travel and accommodation costs for trainers and participants. However, they may be far less expensive if, for instance, participants reside in the same city as the training site and do not need to travel long distances to attend sessions. Participatory training methods involve costs as they imply the target group's involvement in planning and evaluation activities, such as planning meetings, etc. Monitoring and evaluation strategies require appropriate financing, as the verification of indicators will have to be financed to ensure that progress towards the achievement of results is accurately assessed. Methods of verifying indicators, like interviews or questionnaires, are likely to involve higher costs than methods like the reviews of documentation from participants' workplaces (such as policies, operational plans, strategies etc.). The selection of SMART learning objectives and associated indicators, therefore, has implications from a budgeting point of view, as the establishment of indicators related to already established data (e.g. data compiled in official statistics) may be less costly.

ANNEX OF KEY TERMS

Advocacy: a set of actions targeted to change policy and practice at the local, national or international level; to change the situation for groups of individuals who share similar problems; and to create support for policies or proposals. Advocacy designed to change systems is distinct from advocacy on behalf of individuals. It is a long-term approach to problem solving that works to improve the system for the benefit of individuals amd groups.[51]

Assessment: in the context of training, a learning needs assessment should be carried out in the design stage to determine what needs to "improve", or where gaps exist,[52] in participants' knowledge and skills related to gender equality. A gender equality capacity assessment is a means of assessing the understanding, knowledge and skills that a given organisation and individuals have on gender equality and the empowerment of women, and on the organisation's gender architecture and gender policy.[53] A results assessment should be carried out as part of the evaluation stage to determine whether the objectives of the training have been met and what concrete results the initiative has led to.

Attitudes, behaviours and practices: The individual outlook and perceptions, conduct, and customary actions which determine how individuals understand and engage with their beliefs and surrounding environments in terms of gender (in)equalities.

Awareness/conciousness: becoming "aware of" or "conscious about" issues of gender (in)equality and women's empowerment, with a view to beginning to appreciate the importance of gender equality, both in general and in specific contexts.

Capacity Development: the process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time. Capacity is understood as the ability of people, organisations and society to manage their affairs successfully.[54] It is a broader process of structural change of which training for gender equality is a key part.

Evaluation: a systematic and impartial assessment that provides reliable and useful evidence-based information about the extent to which an intervention has resulted in progress (or the lack thereof) towards intended and/or unintended results regarding gender equality and women's empowerment. Evaluations focus on understanding expected and achieved accomplishments by examining the results chain, processes, contextual factors and causality. They aim at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions, and should directly incorporate principles of gender equality.[55]

Facilitation: The provision, by a facilitator or trainer, of an enabling environment in which training participants are encouraged to express themselves, reflect critically, connect with each another, and learn collaboratively.

Gender Equality: the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not only a women's issue but should concern and fully engage men as well. Gender equality is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-cantered development.[56]

51 UN Women (n.d.) *What is Advocacy and Why is It Important?* Available: http://www.endvawnow.org/en/articles/92-what-is-advocacy-and-why-is-it-important.html

52 UNDP (2008) Capacity Assessment Methodology: User's Guide. New York: UNDP. http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/undp-capacity-assessment-methodology/UNDP%20Capacity%20Assessment%20Users%20Guide.pdf

53 UN Women (2014) Gender Equality Capacity Assessment Tool. New York: UN Women. Available: http://www.unwomen.org/en/digital-library/publications/2014/6/gender-equality-capacity-assessment-tool#view

54 UN definition, quoted in the UN Women Training Centre (2014) Gender Equality Capacity Assessment Tool. Santo Domingo: UN Women Training Centre. Available: https://trainingcentre.unwomen.org/pluginfile.php/453/mod_page/content/1/Capacity_AssessmentTool_En.pdf

55 UN Women (2015) How to Manage Gender-Responsive Evaluation: Evaluation Handbook. New York: UN Women. Available: http://www.unwomen.org/~/media/headquarters/attachments/sections/library/publications/2015/unwomen-evaluationhandbook-web-final.pdf

56 UN Women Training Centre (n.d.) "Glossary." Available: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&fullsearch=0&page=-1

Gender Mainstreaming: the chosen approach of the United Nations system and international community toward realising progress on women's and girl's rights and greater gender equality. While gender equality is their overarching development goal, gender mainstreaming is a set of specific, strategic approaches, as well as technical and institutional processes adopted to achieve that goal.[57] ECOSOC (1997) defines it as "…the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

Gender Perspective: a way of analysing that looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing enables one to carry out gender analysis and to mainstream gender equality issues into programmes, policies, or organisations.[58]

Gender Transformative Approaches: approaches which aim to challenge harmful gender norms and promote positive alternatives. These are highlighted in the United Nations Inter-Agency Gender Working Group's continuum of gender programmes, which range from gender exploitative (reinforcing inequitable messages around gender), to gender accommodating (acknowledging but working around gender differences and inequalities to achieve project objectives), and finally to gender transformative (that seek to transform gender relations to promote equality and achieve programme objectives).[59] Related terms include "gender sensitive" approaches (which acknowledge that men and women have different socially ascribed roles and responsibilities that directly affect their status in the society); gender specific (which focus on

gender as a subject matter); gender neutral (which do not consider gender, viewing it as irrelevant to the topic at hand); and gender blind (which do not take gender into account).

Masculinities: the understanding that there are many socially constructed, and historically bound, definitions of being a man, i.e. that are contingent on time and place. The term relates to perceived notions and ideals about how men should or are expected to behave in a given setting.[60] Masculinities are not just about men; women perform and produce the meaning and practices of the masculine as well. Both masculinity and femininity are relational concepts, which have meaning only in relation to other concepts (e.g. social identities). [61]

Method: procedures employed to deliver training, in terms of how the subject matter of the training will be dealt with in a broad sense. Key methods include presentations, group discussions, the analysis of case studies, role-plays, and other exercises.[62]

Methodology: the philosophy or approach which underlies and guides activities, such as training. **Feminist methodologies** aim to bring about change by exploring unequal gender hierarchies, and other hierarchies of power, as well as their effects on the subordination of women and other disempowered people.[63] They are concerned with diversity and different social identities (race, class, sexual orientation, etc.), people's personal experiences, and the nature of knowledge. Such an approach strives to be "participatory", in the sense that it "values the capacity and knowledge of trainees and involves them throughout the learning process."[64] Its concern lies in what power dynamics are at play[65] in the

57 UN Women Training Centre (n.d.) "Glossary."; and UN Women (n.d.) "Gender Mainstreaming." Available: http://www.unwomen.org/en/how-we-work/un-system-coordination/gender-mainstreaming

58 UN Women Training Centre (n.d.) "Glossary." Available: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&full-search=0&page=-1

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

60 UN Women Training Centre (n.d.) "Glossary." Available: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&full-search=0&page=-1

61 UNICEF (2005) Masculinities: Male Roles and Male Involvement in the Promotion of Gender Equality. A Resource Packet. New York: Women's Commission for Refugee Women and Children. Available: http://www.unicef.org/emerg/files/male_roles.pdf

62 Pant, Mankani (n.d.) "Participatory Training Methodologies and Materials", UNESCO. Available: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_12.pdf

63 Tickner (2005) "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions", p. 4.

64 UN Women and DCAF (2012) Gender and Security: Training Manual. New York: UN Women.

65 Cornwall, Andrea and Jewkes, Rachel (1995) "What is Participatory Research?" 41(12), p. 1668. Available: http://www.

training process, and how transparency, inclusivity, and participation can help to mitigate these hierarchies. It holds that the "personal is political" and fosters the critical personalisation of gender issues through collective learning.

Modalities: The modes by which training is expressed or delivered. The three principles kinds of modalities for training for gender equality are online or virtual learning (via telecommunications technology); face-to-face (learning in physical settings); and "blended" or "hybrid" (a combination of online and face-to-face components).

Moderation: Information management in a training scenario, whether online, face-to-face, or blended.

Pedagogy: the art and science of teaching, both as a professional practice and as a field of academic study. It encompasses the practical application of teaching; curriculum issues; and the body of theory relating to how and why learning takes place.[66] **Feminist pedagogy** is a way of thinking about teaching and learning that "empowers" learners to "apply what they learn toward social action." It upholds principles like participatory learning, validation of personal experience, social understanding and activism, and the development of critical thinking skills.[67] Taking an intersectional approach to gender, i.e. taking into account interconnected identities, is also important.[68] Power is viewed critically, including the role of trainers as "experts". Learners are encouraged to bring in their own experiences. Critical thinking from diverse standpoints is encouraged, as is the openness to change one's opinions.[69] This recalls the work of Brazilian pedagogue Paolo Freire (1970) who highlighted individuals' capacity to reflect on the world and choose a course of future action informed and empowered by their critical reflections.

Reflexivity: a means of responding to power inequalities that cannot necessarily be overcome, undone or predicted, but which can be thought about and acted

upon.[70] It entails trainers and trainees questioning their own assumptions and continually negotiating power dynamics.

Resistance: a phenomenon that emerges in processes of change and that is aimed at maintaining the status quo, against change.[71] Resistance to training for gender equality is a common challenge, but remains understudied and overlooked. It affects both men and women and may emerge at the individual level (e.g. from participants) or at the institutional level (e.g. from authorities or organisations). Analysing and understanding the causes of resistance in training processes helps us understand how resistances constrains the implementation of gender mainstreaming, and how they may be harnessed towards transformative change.[72]

Sensitisation: The process by which individuals become more "sensitive" or "attuned" to issues such as gender equality and women's empowerment.

Skills: The abilities and capacities possessed by individuals with respect to gender equality and women's empowement, e.g. the ability to undertake gender analysis, etc.

Sustainability: concerns the institutionalisation of knowledge from training and the implementation of mechanisms to ensure that its impact is sustained, insofar as possible, over an extended period of time.[73]

Tools: the supporting materials used during training, rather than the exercises and procedures (methods) of an initiative. Key tools include hand-outs, toolkits, check-lists, films, posters, etc.[74]

---

civitas.edu.pl/pub/nasza_uczelnia/projekty_badawcze/Taylor/what_is_participatory_research.pdf

66 UNESCO-IBE (2013) Glossary of Curriculum Terminology. Geneva: UNESCO International Bureau of Education. Available: http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf

67 Kelly (2015) "Social Learning, Adult Learning and Feminist Pedagogies." UN Women Training Centre, p. 11.

68 Ibid., p. 13.

69 Ibid., p. 12.

70 Bondi (2009) "Teaching Reflexivity: Undoing or Reinscribing Habits of Gender?", Journal of Geography in Higher Education, 33(3), p. 328.

71 Lombardo, Emanuela and Mergaert, Lut (forthcoming) "Resistance in gender training and mainstreaming processes," in Bustelo, M., Ferguson, L. and Forest, M. (Eds.) The Politics of Feminist Knowledge Transfer: Gender Training and Gender Expertise. Palgrave Macmillan.

72 UN Women Training Centre (2015) Virtual Dialogue on Resistances in Training for Gender Equality: Report. Available: http://gtcop.unwomen.org/images/Report_VD_Resistances_Eng.pdf

73 UN Women Training Centre (2014) "Criteria for selecting good practices." Available: http://gtcop.unwomen.org/images/good practices/what%20is%20a%20good%20practice%20in%20training%20for%20gender%20equality.pdf

74 Pant, Mankani (n.d.) "Participatory Training Methodologies and Materials", UNESCO.

Training for gender equality: a transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviours. [...] It is a tool and a strategy to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development. Training helps men and women to build gender competence and acquire the knowledge and skills necessary for advancing gender equality in their daily lives and work.[75]

Training of trainers: training which seeks to enhance the knowledge and capacity of trainers/facilitarors to provide training in the field of gender equality and specific related topics.

Training manual/handbook: A document that offers guidance (often step-by-step guidance) on how training can and should be undertaken. Such learning guides contain detailed information to provide a theoretical foundation for training; usually take into consideration the different stages of the training cycle; and discuss specific issues pertinent to training initiatives.

Training toolkit: A document offering specific resources, information and suggested exercises, etc. (tools) for training interventions.

Women's empowerment: women and girls gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources, and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. To be empowered, they must not only have equal capabilities (e.g. education) and equal access to resources and opportunities (e.g. employment). They must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (e.g. via participation in political institutions). Increasing women's power does not refer to power over, or controlling forms of power, but to alternative forms of power: power to; power with and power from within.[76]

---

75 UN Women Training Centre (2015) Training for Gender Equality: Twenty Years On, p. 11.

76 UN Women Training Centre (n.d.) "Glossary." Available: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&fullsearch=0&page=-1

Types of training

Type of training	Purpose	Level of influence	Suggested Audience	Learning Verbs	Examples of indicators	UN Women Courses
Awareness Raising	Introduce participants' to key issues and concepts concerning the topic of gender (in)equality and women's empowerment, so as to equip them to appreciate key concerns and challenges in this field	Awareness, consciousness, sensitivity	Participants with little or no prior knowledge of gender equality issues and women's empowerment, e.g. the general public	To be aware; to be conscious of; to be sensitised to; to "react"; to define; to recall; to remember	The number or percentage of participants who, after completing the training, demonstrate greater consciousness[79] of gender equality issues and their importance; evidence that participants have become more sensitive to issues of gender equality and women's empowerment	I Know Gender: An Introduction to Gender Equality for UN Staff
Knowledge Enhancement	Provide participants' with more in-depth information on issues surrounding gender equality, women's empowerment, and the broader power structures underlying inequalities, so as to increase and strengthen their understanding thereof and equip them to critically reflect on gender norms, roles and relations	Knowledge, understanding	Participants with basic knowledge of gender issues, ranging from the general public to practitioners, policy makers, and private sector representatives	To understand; to comprehend; to "learn"; to reflect on; to develop a critique; to identify; to grasp; to know	The percentage of participants who, after finalising the training, report the ability to critically reflect on gender norms and connect these to broader power structures; evidence that participants display increased understanding of gender equality issues	Looking Within: Understanding Masculinity and Violence Against Women and Girls

---

79 The indicators may correspond to any of the learning verbs suggested for the different types of training. For instance, in this case other indicators could be that participants "are able to recall gender equality concepts, issues and theories", etc.

Types of training

Type of training	Purpose	Level of influence	Suggested Audience	Learning Verbs	Examples of indicators	UN Women Courses
Skills Training	Strengthen participants' specific competences in the field of gender equality and women's empowerment by providing them with instruments and strategies with which to apply their knowledge in practice – in their daily lives, communities and institutions – so as to enact change towards greater gender equality	Skills, actions, application, competences	Participants with knowledge of gender equality issues, but little experience of applying this in practice, e.g. particularly those accountable for, or tasked with, promoting gender equality and redressing gender power imbalances.	To apply; to "learn by doing"; to employ, to demonstrate, to solve, to illustrate, to choose, to use	The extent to which participants, after the training (e.g. 1 year later), integrate a gender perspective in their daily lives, work and/or communities so as to promote change therein	• Why We Care about Care: An Online Moderated Course on Care Economy • Participatory Gender Audit • Empowering UN System Gender Focal Points
Change in attitudes, behaviours, and practices	Foster lasting positive changes in the way participants think and act – both in terms of their conduct and long-term habits – so that they begin to synthesise their critical reflections on gender (in) equality, apply gender analysis, and facilitate change in institutional practices	Attitudes, behaviours, practices, policies, institutional practices and procedures, budgets	Participants with at least a basic level of knowledge and skills in gender equality issues, e.g. UN-system personnel	To analyse and synthesise; to "behave"; to appraise; to judge; to evaluate; to examine; to explore; to question; to dissect; to scrutinise; to integrate	The percentage of participants who, after finalising the training (e.g. six months-1 year later) show evidence of positive changes in their attitudes, behaviours and practices with respect to gender equality; evidence that their conduct and habits are beginning to facilitate change in institutional practices	Looking Within: Understanding Masculinity and Violence Against Women and Girls

Types of training

Type of training	Purpose	Level of influence	Suggested Audience	Learning Verbs	Examples of indicators	UN Women Courses
Mobilisation for social transformation	Stimulate participants' capacity to collaboratively put their knowledge, motivation and skills into practice, in order to begin to transform their work, communities and daily lives into more gender equitable spaces	Advocacy, mobilisation, institutional and structural change	Participants with a mid- or advanced-level of knowledge and skills in gender equality, e.g. Gender Focal Points	To create: to transform; to "result in"; to mobilise; to advocate; to construct; to develop; to alter; to influence	Evidence of participants advocating for transformative change in their work, communities and daily lives; number of participants who report increased capacity to use their knowledge, motivation and skills to transform their daily lives, communities and/or institutions	N/A

Key terms

Key terms	Definition
Advocacy	A set of actions targeted to change policy and practice at the local, national or international level; to change the situation for groups of individuals who share similar problems; and to create support for policies or proposals.[80] Advocacy designed to change systems is distinct from advocacy on behalf of individuals. It is a long-term approach to problem solving that works to improve the system for the benefit of individuals and groups.
Attitudes, behaviours and practices	The individual outlook and perceptions, conduct, and customary actions which determine how individuals understand and engage with their beliefs and surrounding environments in terms of gender (in)equalities.
Awareness/ conciousness	Becoming "aware of" or "conscious about" issues of gender (in)equality and women's empowerment, with a view to beginning to appreciate the importance of gender equality, both in general and in specific contexts.
Facilitation	The provision, by a facilitator or trainer, of an enabling environment in which training participants are encouraged to express themselves, reflect critically, connect with each another, and learn collaboratively.
Method	Procedures employed to deliver training, in terms of how the subject matter of the training will be dealt with in a broad sense. Key methods include presentations, group discussions, analysis of case studies, role-plays, and other exercises.[81]
Methodology	The philosophy or approach which underlies and guides activities such as training. Feminist methodologies aim to bring about change by exploring unequal gender hierarchies, and other hierarchies of power, as well as their effects on the subordination of women and other disempowered people.[82] They are concerned with diversity and social identities (race, class, sexual orientation, etc.), people's personal experiences, and the nature of knowledge. They strive to be "participatory" by valuing the "capacity and knowledge of trainees" and involving "them throughout the learning process."[83] They are concerned with the power dynamics at play[84] in training processes, and how transparency, inclusivity, and participation can mitigate these. They hold that the "personal is political" and foster the critical personalization of gender issues through collective learning.
Modalities	The modes by which training is expressed or delivered. The three principles kinds of modalities for training for gender equality are online or virtual learning (via telecommunications technology); face-to-face (learning in physical settings); and "blended" or "hybrid" (a combination of online and face-to-face components).
Moderation	Information management in a training scenario, whether online, face-to-face, or blended.
Sensitization	The process by which individuals become more "sensitive" or "attuned" to issues such as gender equality and women's empowerment.
Skills	The abilities and capacities possessed by individuals with respect to gender equality and women's empowement, e.g. the ability to undertake gender analysis, etc.
Training of trainers	Training initiatives which seek to enhance the knowledge and capacity of trainers/facilitarors to provide training in the field of gender equality and on specific topics in this sphere.
Training manual/ handbook	A document that offers guidance (often step-by-step guidance) on how training can and should be undertaken. Such learning guides contain detailed information to provide a theoretical foundation for training; usually take into consideration the different stages of the training cycle; and discuss specific issues pertinent to training initiatives.
Training toolkit	A document offering specific resources, information and suggested exercises, etc. (tools) for training interventions.
Tool	The supporting materials used during training, rather than the exercises and procedures (methods) of an initiative. Key tools include hand-outs, toolkits, check-lists, films, posters, etc.[85]

80 UN Women (n.d.) What is Advocacy and Why is It Important? Available: http://www.endvawnow.org/en/articles/92-what-is-advocacy-and-why-is-it-important.html

81 Pant, Mankani (n.d.) "Participatory Training Methodologies and Materials", UNESCO. Available: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_12.pdf

82 Tickner (2005) "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions", p. 4.

83 UN Women and DCAF (2012) Gender and Security: Training Manual. New York: UN Women.

84 Cornwall, Andrea and Jewkes, Rachel (1995) "What is Participatory Research?" 41(12), p. 1668. Available: http://www.civitas.edu.pl/pub/nasza_uczelnia/projekty_badawcze/Taylor/what_is_participatory_research.pdf

85 Pant, Mankani (n.d.) "Participatory Training Methodologies and Materials", UNESCO

UN WOMEN IS THE UN ORGANIZATION DEDICATED TO GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN. A GLOBAL CHAMPION FOR WOMEN AND GIRLS, UN WOMEN WAS ESTABLISHED TO ACCELERATE PROGRESS ON MEETING THEIR NEEDS WORLDWIDE.

The UN Women Training Centre (TC) is dedicated to supporting the UN and other stakeholders to realize commitments to gender equality, women's empowerment and women's rights through transformative training and learning. It aims to become the leading UN centre that contributes, through training for gender equality, to building a society that respects and promotes human rights for all women and men.

UN WOMEN TRAINING CENTRE