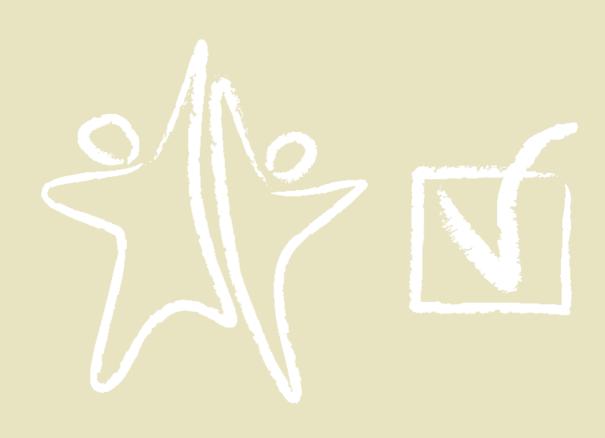# EiGE
European Institute
for Gender Equality

Towards Effective Gender Training

Mainstreaming Gender into the Policies
and the Programmes of the Institutions of European
Union and EU Member States

**Good Practices
in Gender
Mainstreaming**

This publication intends to present EIGE's approach to collect, process and disseminate good practices in gender mainstreaming.

The document is the result of the contribution provided by EIGE's thematic network on Gender Mainstreaming and Expert's Forum members, EIGE's staff as well as from the findings of the Second Ex-Ante Evaluation of EIGE and the "Study on the use of "good practice" as a tool for mainstreaming gender into the policies and programmes of the Institutions of European Union and EU Member States", commissioned to the Fondazione Giacomo Brodolini (FGB).

EIGE's work on collection and dissemination of good practices in gender mainstreaming aims to strengthen the implementation of gender mainstreaming strategy to support gender equality policies and at the same time intends to increase the awareness about the potential of such experiences in terms of reduction of gender inequalities.

Neither EIGE nor any person acting on its behalf may be held responsible for the use pertaining the information contained in this publication.

The work has been coordinated by Barbara Limanowska, Senior Gender Mainstreaming Expert, with the contribution of the EIGE's team, Ana Sofia Fernandes, Jesper S. Hansen, Indre Mackeviciute, Maurizio Mosca, Santiago Moran, Jurgita Peciuriene and Sandra Pfleger.

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Foreword

In compliance with the Regulation establishing the European Institute for Gender Equality (EIGE), the Institute has started working with selected methods and tools, which were considered and acknowledged as good practices in the field of gender mainstreaming and the promotion of gender equality. In 2011 EIGE collected basic information on the gender mainstreaming tools and methods in the Member States and will focus its further work on selected methods and tools (M&T), and on Good Practices (GP) in gender mainstreaming on:

1. the priority areas selected by the Presidencies of the Council of the European Union;

2. the development of standards and objective criteria for the classification of "good practices" in gender mainstreaming;

3. the development of a systematic approach to gender training as one of the important tools for gender equality and gender mainstreaming.

To support the implementation of the Commission Strategy for Equality between Women and Men 2010-2015, and to increase the capacity of various stakeholders and users by collecting, processing and offering coordinated access to gender training, the Institute will work on the transfer of knowledge in gender mainstreaming and gender equality, and will also promote existing training methods. It will map the gender mainstreaming training provided in the Member States, facilitate effective links between the policy makers, the research community and experts providing training and it will promote discussion on standards for gender training.

EIGE will also focus on the development of a comprehensive approach to good practices, including a set of criteria to identify certain methods and tools as good practices. The good practices identified will be processed and made available on-line through the Resource and Documentation Centre of the Institute.

As part of the Institute's work, the collection and dissemination of good practices, tools and methods will support effective gender equality policies and gender mainstreaming strategies and their positive influence on EU's social development.

Virginija Langbakk
Director
The European Institute
for Gender Equality (EIGE)

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The European Institute for Gender Equality is an autonomous body of the European Union, established to contribute to and strengthen the promotion of gender equality, including gender mainstreaming in all Community policies and the resulting national policies, and the fight against discrimination based on sex, and to raise EU citizens' awareness of gender equality. Further information can be found at www.eige.europa.eu.

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Introduction

Recent findings from the study, "Second Ex-Ante Evaluation of EIGE focusing on the Institute's specific objectives and operations: Final Report", Commissioned by EIGE, revels that most Member States that have gender equality strategies take dual approach: the gender equality/action plan includes both separate thematic equality actions and cross cutting intervention.

The study faced and highlighted some key challenges:
- across the EU the type of identified initiatives very significantly in their purpose, scope and objective, suggesting the very different level of implementation of gender mainstreaming between EU Member States;
- Evaluation evidence is absent almost in all cases;
- Contact details at institutional level are often not available;
- Information about initiatives are often found in secondary sources.

The outcome of the study provides the basis for further work on gender mainstreaming as a strategy to support and promote gender equality within European Union and Member States. EIGE will further develop the outcome of this study.

The paper is the result of contributions provided by EIGE's thematic network on Gender Mainstreaming, by Expert's Forum members and experts, EIGE's staff as well and the previous mentioned Ex-Ante study and from the findings of the **"Study on the use of "good practice" as a tool for mainstreaming gender into the policies and programmes of the Institutions of European Union and EU Member States"**, commissioned to the Fondazione Giacomo Brodolini (FGB).

The study has tried to identify examples of good practices in five Member States, chosen for the peculiarities in their approaches to gender mainstreaming (Austria, Spain, Poland, Sweden and the UK)[1] and within the work of the European Commission. It has identified 29 examples of good practices in implementation of 3 policy areas:

Entrepreneurship and Development cooperation; Employment and Social Inclusion; Gender Equality Policy.

Particular attention was devoted to gender training, especially to training of internal staff and of strongly involved stakeholders, as an important tool for gender mainstreaming. The Study has therefore identified several efficient gender-training programmes.

The results of the study are:
1. Suggestions for building up an operational definition of good practices of gender mainstreaming.
2. A methodology for identifying, describing and analysing existing Gender mainstreaming good practices.
3. Suggestions on collecting good practices within the work of EIGE in support of European institutions and Member States.
4. A collection of case studies of good practices in gender mainstreaming.
5. A collection of case studies of gender training.

The results of this Study will support the process of the methodology development to be carried out in 2011/2012 and was presented to EIGE's stakeholders at a conference in Brussels on 28th November 2011. The conference did address the European Commission, the Member States, the European Parliament and other interested organisations, where the identified good practices in gender training are presented and discussed. By 2012, EIGE will have developed a comprehensive approach to good practices. A set of criteria will be developed and applied to identify certain methods and tools as good practices. EIGE will make good practices available online, engage in analysis and facilitate the sharing of information on effective methods and initiatives.

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Conceptualisation of gender mainstreaming

Gender mainstreaming has become an increasingly important issue within the political agenda of the EU, which has expressed its commitments to the implementation of this strategy in many documents. The importance of gender mainstreaming is also widely recognised by almost all EU Member States who have been undertaking efforts to put this strategy into practice.

This paper utilizes the **definition of Gender mainstreaming** developed by the Council of Europe:
"Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making" (Council of Europe 1998: 12).

Gender Mainstreaming is not a goal in itself but a strategy to achieve equality between women and men. It is also a process of change/transformation which implies that all actors involved in policy-making integrate **gender equality concerns** – meaning the systematic consideration of the differences between the conditions, situations and needs of women and men, of the relations existing between them, and of the impact of policies on the concrete situation of women or men – **in the planning, implementation, monitoring and evaluation of** all policies, programmes and activities so that both sexes can influence, participate in, and benefit equitably from all interventions. The main goal of gender mainstreaming is that both sexes may enjoy equal visibility, empowerment and participation in all spheres of public and private life.

Gender mainstreaming is not an isolated exercise, such as the adoption of specific measures to redress long lasting imbalances between women and men but, rather, **an integral part of common policies and of the policy cycle, which addresses the structural character of gender inequality. The starting point for mainstreaming is a policy which already exists**. The policy process is then reorganised so that the actors usually involved know how to incorporate a gender perspective in their current activities, and gender equality as a goal is reached.

"Gender Mainstreaming is a gender equality strategy that aims to transform organisational processes and practices by eliminating gender biases in existing routines, involving the regular actors in this transformation process" (Benschop & Verloo, 2006:19).

Nevertheless, the promotion of gender equality calls for the use of a dual strategy, therefore gender mainstreaming needs to be complemented by specific policies and actions targeted to address specific gender gaps or challenges.

Conceptualisation of good practices in gender mainstreaming

Good practices are often used for promoting gender equality and sharing experiences on mainstreaming gender into the policies and programmes of the Institutions of the EU and EU Member States.

Different terms such as "good practices", "lessons learned", "best practices", "learning practices" and "promising practices" are often used interchangeably. After comparing definitions and sources for the other terms, a "good practice" could be broadly defined as a practice that, upon evaluation, demonstrates success, has produced an impact which is reputed good, and can be replicated.

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Table 1.1 Operational definitions

	Definition	Source
Good practice	Any collection of specific methods that produce results that are in harmony with the values of the proponents of those practices.	FAO, 2005
	A good practice is one that meets at least two of the following criteria: leads to an actual change, has an impact on the policy environment, demonstrates an innovative or replicable approach, or demonstrates sustainability.	UN Inter-Agency Committee on Women and Gender Equality, 1999
	Examples of adaptation that perform well under the circumstances in which they were implemented.	EEA, 2009
	An action or a set of actions that, based on quantitative and/or qualitative evidence, has been demonstrated to have had a positive and tangible impact on a given protection issue, problem or challenge, thus resulting in enhanced protection of and respect for the rights of persons of concern.	IASC, 2000
	The formal and structured process of searching for those practices which lead to superior or excellent performance, the observation and exchange of information about those practices, and the adaptation and implementation of those practices into one's own organisation.	Meade, 1994
	Initiatives (e.g. actions, methodologies, methods, projects, processes, techniques, strategies, development plans) which have proved successful and have the potential to be transferred from one geographic area or region, to another.	www.winnet8.eu
	Good Practices are well documented and assessed programming practices that provide evidence of success/impact and which are valuable for replication, scaling up and further study.	UNICEF (www.unicef.org)
Learning practice	The use of a method, tool, technology etc. which is generally regarded as 'practices which are good for learning', i.e. practices which either achieve their own objectives and/or have a beneficial impact on their environment, or (and more importantly) provide useful learning experiences which are likely to stimulate creativity, ingenuity and self reflexivity on the part of the user.	BEEP (Best e-Europe Practices)
Best practice	Planning or operational practices that have proven successful in particular circumstances and which are "used to demonstrate what works and what does not and to accumulate and apply knowledge about how and why they work in different situations and contexts.	UNFPA, 2004
	Best practices have four common characteristics: they are innovative; they make a difference; they have a sustainable effect; and they have the potential to be replicated and to serve as a model for generating initiatives elsewhere.	UNESCO, 1994
	A best practice is a specific action or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred. Best practices represent the "Gold Standard" of activities and tools that can be implemented to support program objectives.	USAID
Promising practice	A promising practice is a specific action or set of actions exhibiting inconclusive evidence of success or evidence of partial success. It may or may not be possible to replicate a promising practice in more than one setting.	USAID

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Even though sometimes the terms referred above are used as synonymous, there is a basic distinction between the concept of "best" practices - implying that there is a "best" way of delivering policies and obtaining results - and the other concepts, including "good" practices, which imply that there is no hierarchy of methods, and that each situation requires a different approach.

Apart from these differences, they all indicate positive examples of some practice or approach which produces results which are deemed valuable. They all offer ideas about what "works well".

Examples of good practice in gender mainstreaming should document **how gender equality concerns were made central** to policy-making, legislation, resource allocation, planning, implementation, monitoring and evaluation of projects and programs. They should, if possible, also document the **transformative aspect of gender mainstreaming** - the impact that consideration of gender equality aspects has in terms of changes to goals, strategies, actions and outcomes, leading to increasing equality between women and men.

A good practice in gender mainstreaming should be any procedure that not only **"works well"** in terms of actions, methods, strategy but that **is part of a wider strategy for gender mainstreaming**. Therefore, a good practice in gender mainstreaming should reflect the broad range of activities/initiatives undertaken by relevant actors in support of the gender mainstreaming approach/strategy. At the same time, it should also stress the **long-lasting effect of gender mainstreaming objectives**.
Since the long term objective of gender mainstreaming is that gender equality concerns will pervade all policies, programmes and activities, documenting good practice in gender mainstreaming should entail **recording positive steps made towards achieving gender equality**. Although the policy, project or activity may not yet be perfect from a gender equality perspective, it is

still possible, and important, to record positive steps in the right direction. Therefore, good practices should be considered also **those that manage to transform the situation towards better policies and towards gender equality**. This concept has important operational consequences: criteria and indicators used to identify, assess and select good practices should be able to **capture incremental improvements**.

A good practice is not necessarily exhaustive or perfect. Rather it can represent an **available solution to a specific problem in light of available resources and the working environment in a given context**. Therefore, good practices developed in countries/fields/organisations where gender equality is less widespread and where policy conditions are less developed, face more difficulties, have a particular value both for countries in similar conditions and for countries in better conditions, since organisations and people striving to implement gender mainstreaming may be forced to be particularly creative and careful in building better policies more resilient.

The definition of what constitutes a good practice in gender mainstreaming may also be supported by literature[2] asserting some basic principles of successful gender mainstreaming and some prerequisites:
- A top-down approach with clear political will and allocation of adequate resources;
- The formulation of viable gender equality objectives on the basis of gender analysis;
- Appropriate implementing of arrangements at all levels (planning, management, monitoring, control and evaluation);
- Strategies that bring on board people from the whole system – the responsibility for gender mainstreaming is system-wide;
- The availability of relevant knowledge and expertise to people operating at all levels in a system;
- Women's balanced participation in decision-making.

The concept of "Good practice in gender mainstreaming" should thereby refer to:

"any experience/initiative displaying techniques, methods or approaches which function in a way, and produce effects and results coherent with the definition of gender mainstreaming, which are considered to be particularly effective in delivering gender mainstreaming as a transformative strategy, and, therefore, deserving to be disseminated and proposed to other organisational contexts".

Can good practices be considered tools for gender mainstreaming? The Council of Europe distinguishes three broad categories of techniques and tools for gender mainstreaming: **analytical**, such as statistics, surveys, cost-benefit analyses, guidelines and gender impact assessment methods; **educational**, such as awareness-raising, training courses, manuals and leaflets, and **consultative and participatory** techniques and tools such as steering groups, think tanks, databases, conferences, seminars and hearings. An analysis of the tools used for implementing gender mainstreaming leads to the conclusion that most tools have multiple uses (for example, statistics disaggregated by sex are useful as educational tools or in forming the basis of consultation, as well as for analytical uses) and that the process of implementation of gender mainstreaming calls for the simultaneous use of different tools.

Good practices in gender mainstreaming are not as such a tool for gender mainstreaming but examples and good practices that can be used in all the tools. For instance, training materials can use good practices to show that gender mainstreaming is not beyond the possibilities of a given country or organisation, but that in similar situations it was possible to achieve greater gender equality. Good practices can also be seen as a technique to disseminate knowledge and therefore be a part of an educational and/or consultative/participatory process. In addition, examples of good practice in gender mainstreaming might illustrate that it is possible to make breakthroughs in gender equality by integrating a gender equality perspective into the policy spectrum and, secondly, they show the various ways in which it has been done – and can,

therefore, be done again.

Although good practices are not per se a tool for gender mainstreaming, EIGE's work on collection, processing and dissemination of tools, methods and good practices intends to support European Institutions, Member States and stakeholders in the implementation of gender mainstreaming strategies and gender equality policies.

Criteria for assessment of good practices in gender mainstreaming

There is no universally accepted definition of a good practice in gender mainstreaming. Without establishing criteria, and without careful assessment of each practice and of its effects and features, views about whether a practice is good are essentially subjective.

The "Study" suggested and tested a methodology for 1. Identifying, 2. Assessing and 3. Describing good practices in gender mainstreaming which includes:

1. A set of assessment criteria for evaluating good practice exemples. These criteria should be reasonably flexible and should be further usable both through self-assessment and through further in-depth analyses.
2. A description template/format that can help to describe good practices in a comparable way.

For the purpose of the Study a preliminary definition of "good practice" included an action that:
1. **Works well**
2. Could be replicated elsewhere (**transferability**) and/or
3. Is good for learning how to think and act appropriately.

This preliminary definition of good practice has been cross checked with the operational definition of good practice in gender mainstreaming and

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then it has been broken down into criteria and further into questions that have been associated to subcriteria and indicators.

"Works well" refers to the capacity of the initiative to improve gender equality in the specific country/area/sector. The focus is on the **transformative nature of gender mainstreaming**: the initiative must have engendered or potentiated better policies, a positive alteration of gender relations in the specific context and/or a transformation of the organisational processes and practices with the full engagement of the actors involved in policy-making, in order to reach gender equality. The assessment of whether a good practice in gender mainstreaming "works well" means analysing an activity which has been operational for a long enough time to have already **produced** effects[3] that can be observed and demonstrated.

A practice that "works well" involves:

a. the outcomes the initiative has produced:
a good practice in gender mainstreaming "works well" if it redresses the gender disparity in access to goods, services, status, decision-making and opportunities, if it rectifies unbalances in power, if it expands the subjective and objective range of choices legally, socially, and psychologically available to both men and women, or if it breaks gender stereotypes, norms, and patterns; b. Groups and organisations which are instrumental to produce the outcomes (those who are responsible for policy making at all levels, those who are responsible for the organisation of work, etc.); c. the conditions under which – and the limits within which – it works: the specific initial conditions, the political backing it has managed to obtain, the policy environment and interfering factors which have intervened during programming, implementation or evaluation.

An initiative that "works well" should have objectives that are consistent with the Gender Mainstreaming Strategy and priorities as well as with a gender-sensitive appraisal of the beneficiaries' problems, needs and priorities, taking into account the available resources and the situation and national/international policy environment in a given context; should reach or contribute to reach the objectives set; should be conducive to potentiate and increase gender equality in the immediate, medium– or long–term, as an effect of the initiative undertaken; should produce results using the minimum amount of resources; should create conditions to ensure its continuation or the permanence of the results/transformation it has produced toward better policies and towards gender equality even after the intervention has ceased.

In order to be considered an initiative that "works well", it is not necessary that the good practice is concluded since its duration may have been extended, or it may have an indefinite time span, (e.g. in the case of rules or legal requirements, such as gender budgeting). Many of the good practices identified are still operating.

Transferability refers to the potential of reproducing some features of the good practice in other contexts, giving new ideas which can be used in practice for increasing gender equality. It refers also to the possibility of identifying the conditions which contributed for the success, the context in which it has taken place, the mechanisms that produced the outcomes[4] and the resources mobilised. However, transferability cannot be assessed in abstract terms: it is only possible to know whether a practice is transferable on the basis of evidence that it has, indeed, been transferred. In order to assess transferability it is therefore essential to find evidence that features of the "good practice" have been transferred elsewhere and to analyze the constitutive elements of that practice. **In conclusion, assessing transferability means to explore**:
1. Actual *replication or spin-off effects, including to other target groups and sectors*. 2. Factors contributing to produce *the success* of the initiative and main obstacles to overcome. 3. *Potential/constraints* to moving forward.

Good practices facilitate **learning** and generate

valuable lessons and innovative examples that are of relevance to a potential dissemination and transferability in other contexts. Good practices in gender mainstreaming should provide knowledge and concepts that can be used to develop new thinking about gender equality and gender mainstreaming, both in addition to inspiring new actions or changes to existing actions (transfer of features of the good practice) and in cases when a transfer is not viable. Assessing the learning potential of an initiative means to explore the conditions under which it has achieved its effects (as for transferability), its innovative features and any lessons learned from the implementation and evaluation of the good practice.

Additional criteria for assessing good practices (Relevance, Efficiency, Effectiveness, Impact, European Added Value and Sustainability) are in the process to be further developed.

Although the information necessary for the identification of good practices derived from the key criteria set in the methodological framework, we must acknowledge that, in general, more exhaustive criteria are to be met with more detailed and complex information. Identification and assessment are in fact not a simple matter of supplying data: **information must contain – or allow for – elements of evaluation**. Thus a discrepancy may occur between the information required and the information effectively available, which may prove less refined, exhaustive or homogeneous than desired.

The key criteria and the methodological framework resulting from the Study have allowed identifying, assessing and describing a large number of very diverse good practices in gender mainstreaming cases selected in different countries. The good practices selected and contained in the Study have been categorised according to its main type of gender-mainstreaming action/objective, methods and tools adopted[5] and main gender mainstreaming results.

In conclusion, assessing and presenting good practices in gender mainstreaming should not only seek to evaluate progress and the impact achieved by the practice itself, but rather to track striking and sustainable examples which can be used to inspire those involved in formulating, implementing and evaluating gender mainstreaming policies. Good practices exsamples could also be useful to encourage an increased commitment to the effective implementation of gender mainstreaming and strategies, by showcasing practices that are working and yielding positive outcomes, even though they might not be entirely feasible in other contexts.

Rationale for the choice of gender training

Gender mainstreaming implies that all actors involved in policy-making integrate **gender equality concerns in the planning, implementation, monitoring and evaluation of** all policies, programmes and activities. It also means that gender expertise is organised into the policy process by including gender expertise as a normal requirement for policy-makers (Council of Europe, 1998:12). It is therefore an organisational strategy devised to bring a gender perspective to all aspects of an institution's policies and activities through building gender capacity and accountability.

For most of these actors who are not gender equality experts, the integration of a gender equality perspective in their current thematic work practices and in the routines of their organisation is a new approach requiring the development of new capacities.

A gender mainstreaming strategy requires that decision-makers and public servants share the goal of increasing gender equality, that they are aware of the mechanisms reproducing inequalities in general and in particular in the field in which they operate, and that they possess the skills and the power to modify the public interventions for which they are responsible.

Actors normally involved in policy processes

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have therefore to develop sensitivity to gender issues and commitment to gender equality, but they also have to learn how to put gender mainstreaming into practice and how to integrate it into their work and routines. Those who have to apply gender mainstreaming into very specific aspects of the policy process and who need to use specific tools and techniques, such as gender impact assessment, have to be able to understand precisely the implications of gender, to detect gender issues and to formulate concrete answers to them. They must know how to analyse and assess the possible impact of a policy decision on women and men and how to address gender-specific barriers, which might exist in policy or social contexts.

Gender training is an important tool for gender mainstreaming since it builds capacities that aim directly at providing people with awareness, knowledge, and practical skills and, indirectly, at motivating them for implementing gender mainstreaming and, therefore, gender equality.

The definition of gender training utilized for the purposes of this paper is the following one:

Gender training is the training (1) planned, organised or/ and commissioned by public institutions; (2) targeted at public personnel, and (3) aimed at facilitating the incorporation of a gender equality perspective in all policies and at all levels and at all stages of the policy-making process[6] (Council of Europe 1998).

Gender training relies on a modification in people's self-perceptions, way of relating to others, beliefs, problem-setting and problem-solving skills, competences and knowledge. This modification, in turn, may influence organisational and people's behaviour. Nevertheless, **gender training courses may differ greatly in terms of aims[7] and content. They may aim at**:

- developing participants' self-awareness by engaging them in a transformative process and utilizing reflexivity[8]: *transformative or reflexivity training;*
- improving participants' knowledge by delving

into conceptual issues; by providing new intellectual tools to solve old problems with new lenses: *knowledge-based training;*
- teaching people how to utilize tools such as gender impact assessments, procedures, or indicators: *competence-based training.*

The various types of training are not mutually exclusive. Trainings may include both transformative and knowledge-and competence-based features. Also there is no "best" content for gender mainstreaming training. As with the strategy, logistics, and other features of training, (the content of training depends on the context, the characteristics of potential trainees); on the purpose of the training, the organisational culture, and the task the training has to perform within that specific organisation.

Training is an "enabling" tool: it does not, in and of itself, provide people with incentives to actually implement what they have learned, nor does it provide them with the necessary power. In order to be effective, gender training must be secured at top levels and integrated with other tools within the <u>implementation process</u> of gender equality <u>policies and gender mainstreaming strategies</u> of the organisation/public sector. Literature[9] and the evidence collected by FGB, (e.g. the cases of UNESCO, ILO and of the World Bank and the mainstreaming efforts by the central and the local governments in Sweden, the training within the Women in Councils in Northern Ireland, and the training connected with the Gender Budgeting in Andalusia, Spain) show that training works when it is connected with a commitment to mainstreaming gender within the organisation/ public service.

The gender mainstreaming training strategy refers to organisation-wide decisions about who accesses gender training and how, whether gender training is mandatory, the logistics, the time-frames, the existence of targets (and how they are set and followed up) and evaluation.

Justification for the choice of the 6 good practices in gender training

Gender training is one of the key tools to support behaviour and organizational change. For this reason, the Study focused on good practices in gender training and on organisations which have created training strategies and activities which the evidence collected indicates are promising – good examples of how governments, European Institutions, and international organisations train their staff in adopting a gender equality perspective in their day-to-day work.

Six examples of good practices of training for gender mainstreaming have been selected. They are a subset of the good practices analysed for the Study in five Member States (Austria, Spain, Poland, Sweden and the UK) and within the work of the European Commission, and target public servants. It is impossible, especially when working on gender mainstreaming, to confine to European institutions and countries. Relevant knowledge and experiences have also been accumulated elsewhere-in international organisations and in other countries. The cases examined for this study clearly show that Europe needs to look out of its borders. For example, we refer to UNESCO for a particularly interesting training strategy, while the training and gender awareness raising initiative in Andalusia was inspired by a similar initiative in Uruguay.

The good practices in gender training were checked against the set of criteria proposed for identifying and assessing good practices in gender mainstreaming: 1. "work well"; 2. show features which may be applicable to other contexts (transferability) and 3. provide valuable lessons and insights which might be useful to others and add to the understanding of how gender mainstreaming can be implemented (learning).

The premise adopted was that the evaluation criteria for identifying and assessing good practices in gender training are not intrinsically different from those used for other tools, although **the focusing on training called for further exploring the constitutive elements of the good practices**, with a special focus on the criteria of *relevance* and *effectiveness*, in order to reach an explanation of the chosen target groups, strategy, and methods and tools which have been adopted.

The six good practices are presented using a standardised format, which relies on the criteria described above. The format was adapted to specifically apply to training, thus focusing on the main success factors. The selected good practices are further analysed focusing on common features, in order to consolidate information and focus on transferability and learning opportunities.

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Six good practices in gender training

Gender Agent

Background and general information

Name of the Organisation	Provincial government of Styria (Austria)
Timelines	A proposal for installing the project was brought into the provincial government of Styria in August 2007. The decision for the adoption of the project "Gender Agents" was made on 11 September 2007. The seminar started 10 January 2008 - the certificates were awarded in a ceremony on 9 July 2009.
Overview	The complete project to implement GM – and therefore the training for Gender Agents as a part of the project – was commissioned by the State Government. Responsibility lay with the Minister for Women's Issues. The qualification for "Gender Agents" is a certified seminar of 12 days duration that intends to support gender-mainstreaming processes throughout the legislative level in the Austrian province of Styria (many executives of public organisations and managers of private businesses have already attended the training). The seminar was provided for representatives and employees of the parties of the provincial parliament. Training lasts 1½ years, with modules every two months, and ends with the certificate of "Gender Agent". It aims to enhance gender-mainstreaming processes throughout the legislative level in the Austrian province of Styria. The seminar was embedded in a wider 3-year strategy to implement Gender Mainstreaming/Gender Budgeting in the Styrian government and administration.

Evaluation criteria

1. "WORKS WELL"

(Gender Equality) Objectives	Raising awareness on gender issues in political work and projects. Implementation of projects with a focus on gender equality.
Target groups	People in leading positions who are expected to be able to change organisational structures, equal opportunities officers. The training helped in developing procedures to change the working climate and gender equality in institutions. Focus on political departments, offices – members of the provincial parliament, political advisors, etc. A first meeting with people interested was held in November 2007 to make decisions about curricula and the final concept. There have been 10 participants; all of whom attended all modules.
Methods and tools used	Understanding GM as an organisational process. Finding tailor-made solutions (elaborated during the training) to implement GM in organisation/structure – especially in leading positions, consulting, training, creation of a gender equality infrastructure in organisation/government, awareness raising, networking, supporting women's employability. Training modules: • Gender Mainstreaming Strategy (3 days) • Implementation of GM in the Organisational Context (2 days) • Instruments for Diagnosis, Analysis, Process Design, Monitoring (1 day) • Role and function of Gender Agents in the Regional Parliament (1 day) • Gender-fair Performance, both Internally and Externally (1 day) • Equality between Women and Men in the Legislature (1 day) • Gender Budgeting for Gender Agents (1 day) • Coaching in Practice, Individual Agreements (2 days)

Gender equality results (long term and short term). Outcome/ specific changes as an actual result of the process/ activity	There was a great consensus for the need for GM: Gender Agent as a "tool" has been widely accepted and "Gender" has become a topic on all political agendas at provincial level. • Change in the approach to/perception of gender issues/gender mainstreaming; • Enhancing gender mainstreaming capacity within the organisation/institution; • Gender Mainstreaming is now regarded as a tool for professional personnel policy which has direct effects on the organisational structure of e.g. a department; • Equal-Opportunity officers have been installed; • Increased gender equality in the broader community.
Evaluation of good practice.	At the end of each training module, trainers run internal evaluation.
Ways in which the good practice/ activity could have been improved	The initial objectives were the permanent implementation of GM into institutional structures > e.g. an implementation of committees assessing and controlling GM however, this objective was not met.
Plans to gather financial resources and/or institutional arrangements	The parliament decided on 9 June 2009 to set up a working group "gender mainstreaming" in the State Parliament of Styria, which ensures, under the control of presidents, the implementation and further development of gender mainstreaming.
TRANSFERABILITY	
Success factors	The training reacted to the needs of the participants, developed strategies to deal with GM in day-to-day work and helped to reflect the (gender-biased) organisational structure. Trainers are still available for participants.
Main obstacles	Participants came from four different political fractions, the training ended shortly before elections, after the elections: only half of the participants were still in office. Consequently there has been no further institutionalisation and no committee carrying the matters/learned strategies further or controlling and evaluating them. Gender Agent explicitly focuses on the target group: managerial staff and persons in leading positions. Therefore, they were those addressed; the programme has not covered other potential participants. Due to the fact that not all participants took part in the training on a voluntary basis, it was sometimes hard to motivate and sensitize them. People who took part, were interested but not in a position to implement change. If people were not able to understand "Gender" on a meta-level it was difficult to overcome the emotional stage of not wanting to reflect own gender roles.
Actual replication or spin-off effects	Each political department did adopt a Gender Mainstreaming Agenda. The Styrian government chose the Gender Agent Training as the implementation programme for Gender Mainstreaming in political institutions and structures.

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LEARNING	
Lessons learned from the process	Gender equality gathers different perspectives and leads to common understanding on how important it is to promote gender mainstreaming and to remove gender inequalities in decision-making as well as in public/private organisations. When dealing at the political levels, working on gender equality gives the opportunity to bring people and approaches together, uniting goals and targets, instead of fighting for different objectives. Through the learning, empowerment and awareness process, participants – decision makers – might be made aware of the inequalities determined by the development of a gender-blind political approach.
Sources	
Contacts	Mr. Manfred Kainz (ÖVP), mkainz@tcm-international.at Mrs. Claudia Klimt-Weithaler (KPÖ) claudia.klimt-weithaler@stmk.gv.at Trainers: Heide Cortolezis, heide.cortolezis@arcade.or.at Dorothea Sauer dorothea.sauer@arcade.or.at

'Gender in EU-funded research and innovation' Toolkit and Training activities

Background and general information

Funding authority	European Commission DG Research and Innovation (DG RTD).
Contractors	Yellow Window Management Consultants, in consortium with Genderatwork and Engender
Timelines	2009 – 2010 and 2011 - 2013
Overview	DG RTD wants to build capacity for the integration of gender aspects into research and on how to promote gender equality in research and innovation within the Seventh Framework Programme (FP7) through the Gender Toolkit and one-day training sessions. The toolkit and training package provide practical tools to integrate gender aspects into FP7 research, including both equal opportunities for women and men researchers in project teams and the gender dimension of research and innovation. The training and the toolkit are integrated: training sessions are based on the toolkit. The toolkit comprises an overall introduction to gender and research and shows how gender is interwoven with all aspects of research. It examines in pragmatic terms how the gender dimension of research content contributes to excellence in research and analyses case studies based on concrete examples drawn from nine specific research fields: health; food, agriculture and biotechnology; nano-sciences, materials and new production technologies; energy; environment; transport; socio-economic sciences and humanities; science in society and specific activities of international cooperation. The initiative is funded under the FP7 Capacities programme.

Evaluation criteria

1. "WORKS WELL"

(Gender Equality) Objectives	The objective is to assist all actors involved in FP7 research projects in understanding gender implications in their field and in promoting gender equality in their projects. More specifically, the initiative aims at raising awareness, building capacity and strengthening advocacy skills for integrating gender considerations in research and innovation.
Target groups	Target groups are researchers (in particular potential applicants and coordinators, and partners of projects funded under the FP7), National Contact Points (NCP) covering EU Member States and Associated Countries, DG Research and Innovation staff, research advisors and national authorities.
Methods and tools used	The training is free of charge for participants. It is delivered by external contractors in one-day sessions held at the locations of interested host organisations (usually universities) throughout Europe. The morning session deals with gender in research. In the afternoon, specific research fields are addressed through practical exercises. The training combines cognitive (knowledge-based) and inductive (experience-based) elements. Workshops are interactive. Each session includes practical exercises in small groups and case studies based on actual EU-funded research projects.
Gender equality results (long term and short term). Outcome/ specific changes as an actual result of the process/ activity	The Final Report submitted to the EC at the end of the first series of training sessions (2010) gives an overview of the main types of impact that the project has produced: Increased awareness of gender issues • Understanding of gender as a social construct and of the difference between sex and gender • Understanding that gender equality is more than a women's issue • Distinction between equal opportunities and gender relevance of research topics • Considering gender equality in research contributes to the quality of the research Increased capacity to integrate gender in research contents: • Consideration of gender issues throughout the research cycle • Better insights into the relevance of gender for the specific research domains • Capacity to distinguish between sex and gender issues and to see how they interrelate • Practical understanding of how research and innovation can be made gender-sensitive

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	Increased capacity for more gender balance: • Gender balance pursued in project teams • Efforts for gender balance in events (speakers) Increased capacity to convince others (advocacy skills): • Which arguments to use • How to address and overcome resistance • How to ask the right questions Multiplier effects: • Within project teams • To other researchers • To colleagues in research/university departments • To students, through classes and lectures given • By advising potential research and innovation project promoters • National authorities transferring or exploring the possibility to transfer the initiative to the national level
Evaluation methods adopted	Internal Evaluation based on ex-ante and exit questionnaire for participants; short report by trainers; and ex-post feedback from participants.
Plans to gather financial resources and/or institutional arrangements	The Commission, given the success of the initiative and the high number of requests for trainings, decided to continue to offer gender trainings to the research and innovation community. It is planned to run a second series of training sessions between March 2011 and March 2013.

TRANSFERABILITY	
Actual replication or spin-off effects	The EC decided to continue the initiative and launched a second series of training sessions. National research authorities in France, Norway and Spain have expressed an interest in exploring the transferability of the format to their contexts. In Spain, some regional governments have launched research support programmes, which integrate a gender perspective very similar to the approach taken by FP6 and FP7. Participants who also teach reported realising a) that it is important to make students aware of the relevance of gender in their fields, b) that curricula and teaching methods are gender blind and/or gender biased and c) that this needs to be, and can be addressed.

LEARNING	
Lessons learned from the process	Training works best when it is a part of a gender mainstreaming strategy, which enjoys support from top managers and utilises other tools. Offering gender training to the research community, while there is no apparent place for "gender" in the proposal evaluation procedure sends a contradictory message, especially since in FP6 there was a requirement for a "Gender Action Plan" in research project proposals. Evidence from this training suggests that systematically offering gender training to evaluators and all EC project officers may help develop a stronger approach to gender in FP7. In the FP7 guide for applicants there is a chapter on gender, which is dealt with in the negotiation stage. The project experience confirms that gender trainings should not be offered on an ad hoc basis, but should be available on a permanent basis to all actors involved: researchers, evaluators, national contact points, EC project officers, and ideally also members of programme committees.
Success factors	The training and the toolkit build on a solid conceptual framework defining the various ways in which gender equality issues are interwoven in research and the potential benefits to excellence in research of mainstreaming gender issues in research content and of pursuing equal opportunities in team composition. The training combines awareness raising, capacity building and strengthening of advocacy skills.

	The core team responsible for delivering the training co bines experience in gender training in different policy domains with expert knowledge on gender mainstreaming in general and in the research domain (in particular on the nine research fields covered). Trainers have proven capable of dealing with resistances. The format emphasizes the balance between theory and practice, individual and group sessions, integrating interactive and dynamic techniques (exercises, role plays, discussions). It offers practical examples, providing facts and arguments to sustain the message and to avoid an interpretation of making "ideological" claims. Participation in a session takes place on a voluntary basis. This means that those who attend are willing to learn about gender in research and innovation, which allows for faster learning. The training project answers a real need: the large number of requests from organisations wishing to host a training session shows that there is interest in the project.
Main obstacles	The number of people reached through the trainings is still only a fraction of the total of people who are professionally active in research and innovation in Europe. There is a significant discrepancy between the number of registrations and the actual number of participants, which is a consequence of the fact that the training is offered for free. Getting the NCPs on board: it has been difficult to convince NCP correspondents at the European Commission to organise gender training for the NCPs. This observation relates to the difficulty to sensitise those who do not perceive the need for increased gender-awareness and capacity.
Sources	http://www.yellowwindow.be/genderinresearch/index.html
Contacts	Lut Mergaert, Senior Consultant: lut.Mergaert@yellowwindow.com Yellow Window management consultants: gender@yellowwindow.com European Commission, DG Research and Innovation: laura.lauritsalo@ec.europa.eu

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Training for local authorities by the Swedish Association of Local Authorities and Regions (SALAR)

Background and general information

Name of the Organisation	Swedish Association of Local Authorities and Regions (SALAR). The association represents the governmental, professional and employer-related interests of Sweden's 290 municipalities and 20 county councils. In order to contribute to the improvement of the conditions of Swedish municipalities, county councils and regions with regard to their functions as employers, service providers, supervisory authorities and community developers, SALAR works proactively with the Swedish government as well as European institutions.
Timelines	2007 (2010) 2013
Overview	In December 2007, the Government decided to grant the Swedish Association of Local Authorities and Regions (SALAR) SEK 125 million (around EUR12 million) through the Programme for Sustainable Gender Equality for the period 2007-2010 to support the work of integrating the gender equality perspective as a natural part of all decision-making i.e. gender mainstreaming. The funds have largely been used for training politicians and managers and for mainstreaming gender in decisions, steering documents and managerial systems. The funds specifically target efforts to develop gender mainstreaming in the country's municipalities and county councils. The main innovations are the scope and the ambition of the programme. Many of Sweden's municipalities and county councils have received funds for development of gender equality in their services to residents and patients. The programme also generates research on gender equality work. The funds specifically target efforts to develop gender mainstreaming in the country's municipalities and county councils. This includes training key staff in organisations, building up a web-based knowledge bank for the on-going dissemination of experience and instructive examples, and developing managerial systems. The programme covers the whole country, all its citizens and the main part of all public services. It is not just a question of gender equality but also of the quality of services. There is a strong link, before, during and after the implementation, between the project and the European Charter for Equality between Women and Men in local life http://www.ccre.org/docs/list_local_and_regional_governments_cemr_charter.pdf, bringing together 1060 local administrations in adopting a shared view on how to implement gender mainstreaming at all levels in their activities and policies. A book presenting approaches on how to implement gender mainstreaming will soon be developed and made available. The project provided training to 66,000 people representatives in decision-making bodies and managers. 87 local projects (involving Regions, Municipalities and private companies) were supported by Programme Funding.

Evaluation criteria

1. "WORKS WELL"

(Gender Equality) Objectives	The aim of the programme is to achieve concrete and durable improvements in the activities of municipalities, county councils and private companies (schools, health care centres and hospitals) through mainstreaming gender in all decisions and activities.
Target groups	Municipalities and county councils throughout Sweden
Methods and tools used	The programme has adopted a comprehensive approach, which combined various types of training with other initiatives including: • Distributing funds for gender mainstreaming to municipalities, county councils, regional autonomous bodies and municipal collaboration bodies. • Training on gender mainstreaming for representatives in decision-making bodies and managers • Training programme targeting Gender Equality Officers

	• Create a forum for exchange of experiences in gender mainstreaming • Establish the website www.Jämställ.nu, providing a methodological platform for experts aiming to implement project tools and approaches for gender mainstreaming • Develop existing management system, methods and tools for organisation and quality development in order to incorporate gender mainstreaming • Development work in order to produce models for gender mainstreaming of publicly financed activities which are carried out by private companies • Project management and project secretariat in SALAR • Running interactive research executed by APeL Forskning och Utveckling. • Systematic review of projects by gender unit • Creation of a gender equality infrastructure • Research • Awareness raising • Evaluation • Networking
Gender equality results (long term and short term). Outcome/ specific changes as an actual result of the process/ activity	Evaluation reports show that the activities resulted in the following long and short term changes: • Changes in an organisation's structures, policies and procedures, and in its culture • Enhancing gender disaggregated data and gender analytical information • Influencing the policy agenda and institutional framework • Organisational capacity-building/change • Enhancing gender mainstreaming capacity within the organisation/institution • Increasing visibility of and advocacy for gender issues • Systematic integration of gender issues in planning and implementation of activities/project/ measure • Increasing gender expertise • Recognising and addressing practical gender needs/problems
Evaluation of good practice.	The research team has – through interviews, web-based questionnaire and final reports – identified some activities as developing work, which lead to results. Research and evaluation show that the programme is a well thought-out and structured programme, which has achieved good results in a limited time period. Research seminar (twice per year) to monitor and assess projects results. Project Evaluation was developed by Contigo, a private evaluation company, APeL Forskning och Utveckling provided research reports on the main findings of the project. In some municipalities, external evaluators were involved.
Plans to gather financial resources and/or institutional arrangements	SALAR has asked for and received more resources from the Government; so far SALAR has altogether received SEK 225 million (around EUR 22 million) and the time period has been prolonged to 2013.
TRANSFERABILITY	
Potential/ constraints in relation to moving forward	• http://en.makequality.eu/ – a web site has been developed as a management system to monitor the implementation of gender mainstreaming • A survey has been provided on how to apply gender perspective in procurement

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LEARNING	
Lessons learned from the process	To connect gender equality to quality management development. To involve a decision-making level in the design and implementation of gender mainstreaming strategies to promote gender equality policies. To activate management levels. To make use of sex disaggregated statistics.
Success factors	Success is due to the systematic and strategic work by programme management. Success was achieved where right priorities brought the programme forward. SALAR has created legitimacy and designed a coherent programme.
Main obstacles	Lack of engagement among management (partial or total opinion of half of respondents). According to SALAR the training for persons responsible for steering systems did work well, while management training was more difficult. One reason was that it had not been anchored clearly and not everyone was convinced of the need to work with gender equality. Gender equality objectives are perceived as unclear if the projects are unable to reinterpret and transfer more overarching gender equality goals to their own activities. The challenge is to develop objectives and indicators, which are possible to steer towards and to evaluate.
Sources	www.salar.eu Kontigo (2010) Utvärdering av Program Jämi och Program för Hållbar Jämställdhet (Evaluation of Programme Jämi and Programme Sustainable Gender Equality); SALAR (2008) Active work for Gender Equality – a challenge for municipalities and county councils. A Swedish perspective (http://brs.skl.se/brsbibl/kata_documents/doc39566_1.pdf)
Contacts	E-mail: info@skl.se Trollvik Marie Marie.Trollvik@skl.se

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Capacity Development and Training for Gender Mainstreaming and Gender Equality eLearning Programme

Background and general information

Name of the Organisation	UNESCO. Division for Gender equality. Bureau of Strategic Planning in the Office of the Director-General
Timelines	2005 (2010 2nd Ed.). The programme is ongoing
Overview	UNESCO has developed a "Capacity Development and Training in Gender Mainstreaming Programme" which sustains the overall gender mainstreaming strategy of the organisation. The training framework includes both face-to-face training, delivered at Headquarters and in country and an e-Learning Programme available for staff at Headquarters and field offices via intranet and CD-ROMs. Every module includes, in addition to the core content, quizzes, links to relevant documents or web sites and references for further reading to expand learning in each topic area. Personnel in the Division for Gender Equality deliver the training internally. Contributions by consultants are subordinated to the use of internal resources. The Director of the Division or other Division staff open the sessions or participate. The training is complemented by other activities and resources An online Gender-Mainstreaming Resource Centre has been created on the Women and Gender Equality website to support the better use of internal knowledge and know-how, reinforce training efforts and sustain their impact. This Centre provides direct access to documents, guidebooks, good practices in gender mainstreaming and self-learning tools that have been developed by or with UNESCO. The "Priority-Gender electronic discussion group" contributes to this effort by supporting the sharing of knowledge and experiences between UNESCO staff members working from HQ and in the field. The Priority-Gender electronic discussion group was created by the Section for Women and Gender Equality to foster the exchange of views, resources and information on gender among UNESCO staff members. To date there are 82 subscribers: 25 working in Headquarters and 57 in the field

Evaluation criteria

1. "WORKS WELL"

(Gender Equality) Objectives	The objectives of the Programme are to: • Improve all staff's understanding of gender concepts and gender equality issues in relation to UNESCO's domains; • Ensure the integration of women's empowerment and gender equality perspectives in programme and project implementation, monitoring and evaluation with a view to promoting gender equality in all UNESCO activities and programmes; • Enhance the capacity of all staff to contribute towards the achievement of gender-related EFA and Millennium Development Goals (MDG).
Target groups	All staff in UNESCO. The need to achieve a 100% rate of staff trained in gender mainstreaming has been recently emphasized by the Director-General in order to overcome resistances and delays
Methods and tools used	The training is mandatory for all UNESCO staff. Both the face-to-face training modules and the eLearning Programme have a knowledge and competence content. They focus on allowing participants to understand: • Necessity, rationale and legitimacy of gender mainstreaming approach, its aims and relevance in everyday work; • Gender equality as a cross-cutting issue and how it contributes to UNESCO's support to achieving international development goals in Member States; • What gender mainstreaming is about and how it actually works at UNESCO; • Men's roles and responsibilities towards gender equality • Gender-equality issues related to UNESCO's work • Face to face training modules differ by target group: for example, the length varies between half a day for top managers and 5 days for field officers (in-country).

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Gender equality results (long term and short term). Outcome/specific changes as an actual result of the process/activity	UNESCO improved its performance in addressing gender-equality considerations in both policy and strategy documents, reflecting the strategic commitment in the Medium-Term Strategy for 2008-2013, which designated gender equality as a global priority. The Organisation reinforced its actions in favour of women's empowerment and gender equality in its fields of competence, especially at country level. In addition, since 2008-2009 the UNESCO Secretariat renewed its high-level commitment to strengthening gender parity. Through the analysis it performs of all UNESCO projects every other year, the Division for Gender equality has observed an improvement in the way gender equality issues are integrated in project work.
Evaluation of good practice.	Every training module has been assessed by participants through final evaluation forms. For the eLearning resource, an online survey has been set up for this purpose for each module, accessible on the web page. The training has been evaluated internally. There is no special evaluation system for the Gender Division training activities. They are subject to the general UNESCO Planning, monitoring and reporting system (UNESCO has several evaluation mechanisms). In this system, there are specific questions about gender equality and on the results of UNESCO projects. The database is fed by UNESCO project staff. Every six months the Division for Gender Equality uses the data from the monitoring and reporting system to produce a monitoring report addressed to governing bodies. The division also assesses results when staff goes on mission for training, by talking to various stakeholders. In addition, each UNESCO sector evaluation has to look at gender equality results (among other issues). Outcomes appear in line with the goals, fulfilling the effectiveness criterion.
Plans to gather financial resources and/or institutional arrangements	Gender equality is one of UNESCO's global priorities. This ensures continued support for gender training initiatives.

TRANSFERABILITY

Actual replication or spin-off effects	Gender equality is one of UNESCO's global priorities. This ensures continued support for gender training initiatives.

LEARNING

Lessons learned from the process	• In order to obtain results, there is the need for a fully-fledged strategy connecting a clear, yet ambitious goal (100% of staff trained), with a number of diverse and complementary tools and organisational activities within a realistic time-frame. • Internal resources should be closely involved in the development and delivery of training for ensuring relevance of training material and content to the actual work of the organisation. • Men should be encouraged to take part in the training. Their participation is necessary to promote the integration of gender issues in the work of the organisation and it brings new perspectives to the issues being addressed. • The experience of working in small groups to review a UNESCO project from a gender perspective proved especially useful in workshops. This exercise appeared to be one of self-discovery for many participants. Several seemed surprised that there was so much to consider and equally surprised that 'they got it and got it so quickly'. • Gender training increases demands and expectations for the work of the staff responsible for gender issues within an organization. Resources need to be foreseen to respond to the demands for gender technical assistance that gender training and advocacy generate.

Success factors	Support from the UNESCO Director is crucial in ensuring attendance. Having the Division for Gender Equality facilitate the workshop legitimises the training in the eyes of participants and ensures that content of training is at all times relevant to day-to-day work. (As in other organisations) staff value learning from other staff more highly when the group is composed of staff from several offices or different Sectors and Services and when the group delivering the training includes other UNESCO staff.
	External gender expertise has proven useful to both facilitate and plan the training sessions. The project is one example of UNESCO's efforts to contribute to the process of creating open learning communities by developing ICT based content for community learning.
Main obstacles	Involvement of decision-making levels. Use of external gender expertise.
Sources	http://www.unesco.org/new/index.php?id=34592
Contacts	Division for Gender Equality gender.equality@unesco.org sg.corat@unesco.org

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G+ Program: A methodology for using public budgeting to improve gender equality

Background and general information

Name of the Organisation	Andalusian Regional Government (Junta de Andalucía): Gender Budgeting Programme of the Directorate General of Budget Regional Ministry for Finance and Public Administration
Timelines	Experience in practice since 2003 when Law 18/2003 created the Gender Impact Commission that is responsible for issuing the gender impact Report. In 2004 the First Gender Impact Evaluation Report for the Draft Budget for the Autonomous Region of Andalusia for 2005, was produced but not published. In 2005 the Gender Impact Evaluation Report for the Draft Budget for the Autonomous Region of Andalusia relative 2006 was published for the first time. The Report has been published and improved every year since 2005. In 2007 a strategy for gender mainstreaming in budget policy was launched–Programme G+ that continues to the present.
Overview	The Andalusian government has been implementing a gradual, systematic and coherent initiative of gender-sensitive budgets, which have become a benchmark experience both nationally and internationally. This model is based on one hand, in the publication of the Gender Impact Evaluation Report from the draft Budget by the Gender Impact Commission, and, on the other hand, in the implementation of a strategy for mainstreaming gender in the public budget. The Andalusian GB initiative is characterised by an important regulatory anchor, which began with the passage of Law 18/2003 creating the Commission Impact of Gender and the Gender Impact Report on the Regional budget. Subsequently, there have been numerous legislative developments in this regard, pointing to Article 114 of the Statute of Autonomy, which entails taking into account the impact of gender on the development of laws and regulations of the Autonomous Community, Law 12/2007 promoting Gender Equality in Andalusia, the Legislative Decree 1/ 2010 of March 2, which placed the Gender Impact Report among the Budget´s documentation attached, and Decree 20/2010 of 2 February, which regulates the Gender Impact Commission for the budget of the Autonomous Community of Andalusia as a specific advisory body. Noteworthy is the promotion and development, since 2007 and by the Andalusian executive, of Programme G +, a long-term strategy for planning, management and evaluation of the public budget taking into account the different opportunities, needs and interests of men and women in the Andalusian context. This initiative has resulted in the identification and classification of budget programmes according to the Scale G +, into four classes (G +, G, g1 and g0) in relation to its greater importance and relevance to gender equality: meaning, programmes G + are the most relevant and g0 having little or none importance and relevance. Depending on the classification of programmes, commitments expressed in the Strategic Directions Paper (DOE.G+) take place, and these provide significant improvements in knowledge of the reality of men and women in Andalusia budgetary policies and the implementation of measures to correct existing inequalities. The third phase for the monitoring and evaluation of results is currently being developed. The initiative helps in devising plans from a gender perspective; develops a methodology with tools to assess the consequences of public policies in terms of gender equality, and supports training. It adopts a multi-level approach to ensure gender equality policy throughout the Andalucía regional public administration. The Programme supports and encourages, in the short –and medium-term, the design and implementation of initiatives with a positive gender impact and the evaluation of policies from a gender perspective. All these elements are intertwined with training in order to develop a Strategic Orientation Document (DOE) that is used as a guide to tackle gender initiatives in public administration.

	The training courses were launched in 2006: they train officials from the Andalusia Regional Government in understanding the implications of public expenditure on gender equality. The training process includes several courses about gender mainstreaming and budgeting. Special training sessions are included for those policymakers responsible for programmes with strong gender impacts in the framework of the G+ Project. Training either face-to-face or online. In 2010 within Programme G+, the Fund G+, was launched, which constitutes financial support aimed at carrying out projects that strengthen gender mainstreaming. It helps reinforce capacity building, knowledge and links between gender issues and budgeting processes. In sum, 22 Projects were financed from all Regional Ministries expect two. Furthermore 10 of them were developed in collaboration with two or more directive centres.

Evaluation criteria

1. "WORKS WELL"

(Gender Equality) Objectives	• Support the introduction of gender budgeting in Andalusia regional government practices. • Mainstream gender equality and introduce the gender dimension in the adoption of public programmes and policies, by enabling public managers to assess the gender equality implications of public choices related to the budgeting process. • Achieve a cultural change in the public administration whereby policymakers apply new methodologies and formulas integrating gender mainstreaming. • Lead every policymaker to be aware of the gender impact of policies.
Target groups	Public officials working in Andalusia regional government departments (Consejerías).
Methods and tools used	Courses include both specific gender topics and issues related to the gender impact of each budget unit (for example, urbanism, social services, employment, etc.). The training process involved the development of new methods and tools for learning, awareness raising on gender issues related to budgeting and fighting against stereotypes.
Gender equality results (long term and short term). Outcome/ specific changes as an actual result of the process/ activity	• A positive influence of the whole process in the development of an equality policy agenda, of the Regional Government • The integration of gender issues in planning and implementing policies, from a budgetary view • The improvement of organisational capacity building, and cultural changes among policymakers, such as diffusion of the realization that gender mainstreaming is a part of the political process of developing plans and programmes by policymakers, and not only an issue to be dealt with by technical staff in order to match the needs of women. • Improvement of the capacity building of the public administration in terms of gender equality focused on drafting a gender budget.
Evaluation of good practice.	Internal evaluation is taking place. Preliminary results showed that it is necessary to continue on this actual track, with a view to be kept on training and the delivery of more tools for information.
Plans to gather financial resources and/or institutional arrangements	In the first quarter of 2010, the regional Ministry for Finance and Public Administration launched the Fund G+ with the goal to encourage the management centres of the Government of Andalusia to create specific projects to reinforce gender budgeting.

TRANSFERABILITY	
Actual replication or spin-off effects	Montevideo City Council and Bilbao Local Council. Other experiences to date are Granada Provincial Council and the methodology used in the Gender Impact Evaluation Report for the Draft Budget at the State level (2011) Malaga Provincial Council (2011) and La Rioja Regional Government (2011).
LEARNING	
Success factors	The initiative chose to target public managers with responsibility in designing, implementing and evaluating the public budget. This helped "normalise" gender issues and generated a sustainable training demand that accompanied a slow cultural change among people responsible for assigning budget headings. Common features in the content of training programmes ensured a minimum level of gender empowerment according to the state of gender relations in the social and political contexts where they were applied. A new organisational culture involving gender issues was introduced. This facilitated the efforts in achieving multi-level coordination-training processes require the participation of many different levels and the creation of a common "language" in gender terms. The improvement of the efficacy of the gender budgeting process can be attributed to the extent that the programme was able to tackle the main concerns of the policymakers. The initiative managed to engage policymakers, looking for their involvement as they are the responsible for the adoption of the plans and programmes with more gender impact. Awareness raising was perceived as a crucial tool to tackle the impacts of budgeting from a gender perspective. It also helped reinforce organisational capacity building and democratic quality, visualising gender inequalities.
Main obstacles	It proved difficult to change habits in some of the regional government departments. The removal of gender stereotypes implies strong efforts and it is not easy to break cultural patterns.
Lessons learned from the process	• The training and awareness-raising experiences in gender budgeting in Andalusia prove the flexibility and adaptability of the gender mainstreaming approach. Awareness raising and training processes were linked with other organisational objectives such as increasing the quality of democratic processes and capacity building. • In order to mainstream and "normalise" gender issues it is necessary to involve public managers with actual responsibility in key processes, such as the design, implementation, and evaluation of public budget. • Training works best when it supports and is supported by complementary activities
Sources	http://www.chap.junta-andalucia.es/haciendayadministracionpublica/planif_presup/genero/genero.htm
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Internal Training and Toolkit on Mainstreaming gender equality in EC Development Cooperation

Background and general information

Name of the Organisation	European Commission Directorates Generals (DG's) Relex, DEV and AIDCO, now unified in DG DEVCO
Timelines	Toolkit on mainstreaming gender equality in EC Development Cooperation: at the end of 2004, Europe Aid consulted the Gender Group on the draft text of the EC toolkit, which was finalized in early 2005 and revised in 2007 and 2009. The first implementation was conducted by ILO (2004-2007) – Training: 2008-2010
Overview	Until June 2011, Within DG Europe Aid, a structure to provide quality support to cooperation existed: Directorate "Quality Support" and in particular its UNIT 4 "Governance, Security, Human Rights and Gender" had the task of dealing with gender issues. UNIT E4 provided support to all actors of Development Cooperation, with specific concern to gender issues, and the tool kit stands as one the main tools developed to provide guidance and coherent methodological approaches. Directorate E has now been merged – in the new DG DEVCO Europaid – with a thematic directorate in the new Directorate D 'Human and Society Development' which is providing quality support but also managing thematic programmes related to the so called 'cross cutting issues', among which gender. Quality Support Groups (QSG) have been established to assess the gender dimension of proposed programmes. The reflections from QSG, both during identification and formulation phases have to be taken into consideration, concerning the effective and real contribution provided by the initiatives to gender equality and gender mainstreaming.
	Since 2005, gender mainstreaming has been considered a cross-cutting issue in the identification, formulation and evaluation of cooperation projects and programmes. In the monitoring process, within a Result Oriented Monitoring system, gender is one of the selected criteria, to assess coherence, quality and effectiveness of achievements. The toolkit is, then, part of a wider and long-time standing gender mainstreaming strategy, aimed at inspiring and supporting the gender equality perspective among actors and institutions in all policy and project life cycles.
	The DG's responsible for development cooperation at the European Commission (EC) have developed and have been using tools (face-to-face and internet-based training, a helpdesk, and the toolkit) for enabling both gender and non-gender specialists to incorporate gender equality in all aspects of their work. The Toolkit specifically illustrates how gender can be mainstreamed with different sectors such as food security, health, education, and trade. It is distributed within the European Commission, to Delegations and partners, and it is published on the DG internet and intranet websites.
	Building upon official EU Policy Commitments and material contained in the Toolkit on Mainstreaming Gender Equality in EC Development Cooperation (3rd Edition – 2009), a series of Gender Briefing Notes has been designed to help EU staff working in development cooperation to easily identify and account for gender equality issues in specific sectors and thematic areas. Briefing Notes have been prepared on the following themes: Gender and Trade; Mainstreaming Gender Equality in Decentralisation and Public Administration Reform; Women's Human Rights; Gender Equality and Technical and Vocational Training; Gender Budgeting in Programming Based Approaches to Aid.

Evaluation criteria

1. "WORKS WELL"

(Gender Equality) Objectives	Disseminate gender specific knowledge in the DG beyond the staff that already specialises in gender issues, in order to mainstream gender equality issues in all operations.
Target groups	European Commission staff working in development cooperation both in Headquarters and in Delegations.
	National partners (government and non-governmental), and other donors, as well as by experts engaged to provide technical assistance in the design and implementation of development programmes represent the targeted audience for the training.
	The training has been opened to NGO's and project promoters in partner countries.
	One training module targets external experts who review projects during implementation within the DG Results-Oriented Monitoring scheme.

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Methods, tools, and aims	The training focuses on how to mainstream gender equality in the Cycle of Operations, in the project approach and in budget support. The contents of the online and face-to-face courses are based on the "Toolkit on mainstreaming gender equality in EC development cooperation". Additional content is developed by the training team. The training was introduced in order to overcome the limitations to gender mainstreaming arising from the rule in the review system for programme proposals which confines the intervention of the gender unit to programmes already earmarked for gender. A helpdesk aims at assisting EC officials think through how to use the training and toolkit in actual programming situations. The toolkit pursues a dual-track approach: it deals with both measures specifically designed to tackle gender inequalities, and with how to incorporate gender issues into all aspects of development policy (mainstreaming). The training is knowledge– and competence-based: it aims at providing participants with the knowledge necessary to integrate gender in their work. It is organised around a number of modules, varying from very basic to more advanced and includes both face-to-face (in loco) training and online courses. The range of modules includes both courses aimed at staff who act as Gender Focal Points within their units and at staff who have no specific gender responsibility. The training uses a practical and interactive approach, based on case studies and group work. Participants' sharing their knowledge, experience and skills is an integral part of the learning process. Knowledge about the training is spread through Syslog (the internal system of the European Commission through which EC staff may obtain information about and access to training), in newsletters and leaflets distributed within the EC, Member States and EU delegations. The online course was delivered through Blackboard, a website created by EuropeAid to enable the sharing of knowledge and distance learning. AIDCO (unit E4 and G4) coordinated the Blackboard course with the support of the EU Gender Advisory Services (GAS) in Brussels. A coordinator and tutors proactively supported participants. The Blackboard courses aim at providing both a learning opportunity to those, particularly in Delegations, who are not able to attend face-to-face courses; and at offering the possibility to further develop knowledge and skills to those who have already attended face-to-face training. Each of the online training courses required approximately 10 hours learning time.
Gender equality results (long term and short term). Outcome/ specific changes as an actual result of the process/ activity	Evaluations show that participants (from data in the evaluations available online mostly women and equally distributed between Headquarters and Delegations) have increased their gender specific knowledge, especially in relation to EU Commitments and Policies on gender equality and women's rights in development cooperation. The toolkit and the helpdesk have increased the way gender equality issues are taken into account within the practice of the DG.
Evaluation of good practice.	Yes, by the Gender Advisory Services. Report of the monitoring will be available at a later stage.
Plans to gather financial resources and/or institutional arrangements	In 2010, in "Council conclusions on the Millennium Development Goals for the United Nations High-Level Plenary meeting in New York and beyond" (2010), the "Gender Equality and Women's Empowerment in Development EU Plan of Action 2010-2015" was developed. In the actions foreseen, the Toolkit is mentioned as one of the tools to strengthen skills and approaches on gender equality in development cooperation, for the period 2010-2015, so extending the potential impact of the Toolkit to the next 5 years period.

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TRANSFERABILITY	
Actual replication or spin-off effects	The 'GDA' Training Package (EC/UN Partnership on Gender Equality for Development and Peace) EC/UN Partnership on Gender Equality for Development and Peace, a joint programme of the European Commission (EC), the United Nations Development Fund for Women (UNIFEM), and the International Training Centre of the International Labour Organisation (ITC/ILO). The EC Delegations in the 12 pilot countries will be fully involved in the project. The ITC-ILO has offered the Partnership training and knowledge-sharing expertise for developing guidelines.
Potential/ constraints in relation to moving forward	Generalised budget cuts may jeopardise the scope of the activities without continuation of organisational support and management priority.
LEARNING	
Lessons learned from the process	Training is part of a strategy utilizing complementary instruments (the toolkit, the helpdesk, and additional material, such as the Gender Briefing Notes) all aiming at assisting EC officials think through how to integrate gender issues in their work. The development and delivery of these instruments has been strategically timed. Cooperation with organisations operating in other countries and with international organisations has permitted the acquisition of valuable instruments
Success factors	The toolkit and trainings are tailored to the specific needs and work expertise of users and participants. Gender advocates make analyses and proposals, which are accessible to and can applied by policy-makers. Co-ordination is sought between ministries of planning, finance, statistical services, women's organisations, and gender machineries, in order to ensure effective gender planning and programming, including gender budgeting and implementation. The Toolkit and guidelines for the programming process on gender equality address this need. The European Commission strategically timed the complementary development of the toolkit, the delivery of training, and the creation of the help desk. A proactive and flexible approach has been taken to implement the online courses: tutors and the coordinator communicated with the enrolled staff and provided support in a number of ways (e.g., by liaising with the technical support staff or by extending deadlines to overcome technical problems).
Main obstacles	The analyses claim that little progress has been made in integrating gender equality and justice indicators in Country Strategy Papers (CSP's) and National Indicative Programmes (NIP's) to make sure that the EU's gender equality goals are implemented. Analysis of existing and proposed Financing Agreements so far indicates that there are only a few indicators for gender in place to monitor outcomes related to gender justice.
Sources	http://ec.europa.eu/europeaid/sp/gender-toolkit/index.htm - www.gendermatters.eu/
Contacts	Marina Marchetti marina.marchetti@ec.europa.eu

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Endnotes

[1] See § 4.1 for an explanation of the features of gender mainstreaming policy which underpin the choice of these countries.

[2] Dubel, I. (2002) "Challenges for Gender Mainstreaming. The Experiences of Hivos", Paper presented at Women's Worlds 2002, Kampala, 21–26 July 2002

Council of Europe (1998: 16-18) *Conceptual framework, methodology and presentation of good practices: Final Report of Activities of the Group of Specialists on Mainstreaming* [EG-S-MS (98) 2]. Strasbourg. http://www.dhdirhr.coe.fr/equality/Eng/Final%20Report%20Mainstreaming.html

Levy, C. (1992):6, "Gender and the environment: The challenge of cross-cutting issues in development policy and planning". In *Environment and Urbanization*, 4(1): 134–149

Hannan, C. (2000). "Gender Mainstreaming in Economic Development in the United Nations", Paper at Gender Mainstreaming, Competitiveness and Growth, at Paris, 23-24 November 2000

[3] The term effect here refers to the transformative nature of gender mainstreaming and is not, therefore, limited by a mere quantitative balance between genders. The term is utilised in general, to indicate outcomes, impacts, and results (see)

[4] A *mechanism* is the process bringing about a change—for example the process through which an individual modifies her behaviour, utilizing the resources she has or that a public action provides her with. The *context* is given by the situation in which individuals, groups, and organisations finds themselves, by the bunch of (physical, spatial, economic, social, cultural, normative, cognitive, legal, and financial) resources they can resort to, and that may (or may not) be activated by the mechanisms. Naturally, only some of these resources are relevant for each specific situation, and, therefore, for the analysis. *Outcomes* are the changes which emerge from the interaction between contexts and mechanisms. This framework permits to identify in which conditions a specific *mechanism*, triggered within a specific *context*, produces a specific *outcome*. It lets policy makers, project/program developers, and actors form an idea of how specific features of a good practice may interact in their specific situation, with a given configuration of resources that can be activated, interested groups, and potential contrasting forces. (Pawson and Tilley, 1997)

[5] Each good practice might have a variety of objectives and employ different tactics and methods.

[6] Some of the trainings identified as good practices include also private organisations.

[7] GEcel (2005): 36 distinguishes three fundamental concepts in gender training: knowledge (possessing information about gender relationships and how they are developed and construed, as well as about strategies to implement gender mainstreaming); attitudes (dealing with one's own gender role, analysis of one's own way or relating with other people, organisational structures, and power from the gender point of view); and capabilities (being able to act in a gender sensitive role, being able to utilize strategies to improve gender equality). Sangiuliano (2010) refers to a knowledge-based and a transformative training- whose model appears to be the gender+ QUING-OPERA training, involving reflexivity and active involvement of trainees. From the observation of the case studies, we utilize a concept of competencies (ability to integrate gender issues in one's work by developing a different way of thinking about policies and/or by utilizing tools and procedures). The study examples show that competencies may be acquired also through knowledge-based

trainings.

[8] Bacchi, C. (2011) "Gender mainstreaming and reflexivity: Asking some hard questions" Keynote speech at the Advancing Gender+ Training in Theory and Practice Conference. Madrid, February 3 http://www.quing.eu/files/opera/conference_programme_final.pdf

[9] Sangiuliano, M. (2010). *Background Paper on Gender Training for Gender Mainstreaming*. EIGE.

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