



# Train the Trainer in Gender Equality Curriculum

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# Curriculum

## Train the Trainer in Gender Equality

### Introduction

*“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.”*

*(Margaret Mead, cultural anthropologist, 1901-1978)*

The aim of this curriculum is to establish European quality standards for gender equality training and to develop strategies for moving forward in this field. Training for gender equality is an important tool in the work for securing equal opportunities and equal rights of women and men.

But what kind of training is needed, who needs training, on what, and what methods are the most successful? What can be learned from best practises in different European countries? What kind of knowledge and skills does a trainer need to ensure a successful outcome?

The curriculum was developed in 2016.

As a common product of organisations and institutions from Austria, Iceland, Croatia and Lithuania it was made possible in the frame of a “Strategic Partnership”, supported by the European funding programme Erasmus+.

### What does the trainer of trainer need to know?

**The trainer of trainer** must have broad knowledge of the development of gender equality and the human rights of women. This includes knowledge of the history of women’s movements, gender studies and basic theories on gender, law and regulations, basic concepts in the gender debate, the main international conventions and declarations on gender equality and human rights, such as the CEDAW convention, The Beijing Declaration and Platform for Action and the Council of Europe Convention on Preventing and Combating Domestic Violence and Violence against Women.

**The trainer must know** where to find statistics of gender equality in Europe, gender equality tools, resources (books, websites, films etc.) and examples of best practises in gender equality training.

**The trainer also needs** different kinds of skills, such as performance and teaching skills, he/she must know tools like icebreakers, interactive methods to energise the participants, how to create tasks for the participants and other facilitation skills.

## Module 1

### What a trainer should know about gender equality

This module gives an insight into the history of modern women's movements; it shows the development of strategies for gender equality and it explains the legal and political context for gender equality in Europe.

#### Lesson 1.1

##### A short overview of gender equality training

**In the context of gender equality** it is interesting to start off by looking at the development of training for gender equality in the last 20 years - e.g. as seen from the United Nations point of view.

**In 2015** the UN Women Training Centre published a report on Training for Gender Equality: Twenty Years On. The report goes back to 1995 when the Fourth UN Women's Conference, held in Beijing, adopted the Beijing Declaration and Platform for Action (BPfA) as a significant initiative. The Platform for Action recommends different kinds of training and capacity building for women and those working in the public sector in most of the 12 areas of concern, but without explicit discussions on the role of training, or the forms and tools to be used. The BPfA has a special section on institutional mechanisms (the commitments and duties of governments), so it is natural for them to focus on the training of those working in the public sector.

**Five years later** (Beijing+5) things had changed. The UN report mentions new concepts regarding the progress made since 1995, such as awareness raising, gender awareness/sensitive training aimed at changing institutional culture in agencies and departments and gender mainstreaming which was a fairly new concept. In 2000 some issues become more important, such as trafficking in women, HIV/AIDS, women in armed conflicts, the participation of women in talks at the peace table and in peace-keeping (due to Security Council resolution 1325/2000). This demanded different types of gender training and in some cases a new approach.

**In 2005**, ten years after the Beijing conference, the UN report emphasised the need for training men as well as women. What did that mean for the trainer and the training? Gender sensitive budgeting was in development and training on gender mainstreaming was central as a tool in increasing gender equality.

**In 2010** governments reported that they were training all members of government using gender mainstreaming tools like guidelines, checklists, manuals and gender impact assessments along with the "traditional" training tools. Education, reproductive health and rights, violence against women were at the top of the agenda.

**In 2015**, twenty years after the Beijing conference the UN report highlights remaining challenges and complaints over lack of training of staff in national gender equality bodies due to low investments in the field of gender equality. The challenges are more or less the same as in 1995 (along with some new ones) although progress has been made in fields like education of women and participation of women in decision making.

**Resources:** [www.nwhp.org](http://www.nwhp.org), [www.unwomen.org](http://www.unwomen.org), [www.un.org](http://www.un.org)

An emphasis to gender equality training is also a part of the EU policies. In 2014 the European Institute for Gender Equality EIGE has published their main findings about gender equality training in Europe:

**Effective gender equality training: analysing the preconditions and success factors**, available online at [http://eige.europa.eu/sites/default/files/documents/mh0113605enc\\_002\\_0.pdf](http://eige.europa.eu/sites/default/files/documents/mh0113605enc_002_0.pdf)

**This short overview of the history** tells us that the policies and tools for training already exist.

They have been in development for a long time and different countries exercise best practise to learn from. Financial crises and their long lasting consequences, as well as armed conflicts, migration and new threats to democracy, have negatively affected the work on gender equality in many countries.

**The United Nations and the European institutions** underline the necessity for nations to do better. They must invest in gender equality in order to safeguard human rights and to fulfil the well known development goals in fighting poverty, hunger and illiteracy.

There is still a strong need to strengthen the work on gender equality. To do so, education and training on gender equality and mainstreaming must be central in all policy and decision making practised in Europe as well as in other parts of the world.

### What a trainer should know about women's history

**In the 19th century** women's movements were among the most important social movements in Europe and North America. Their aim was to fight for equal rights and equal opportunities for women in public and private life. Most of the many and diverse women's movements were fighting for equal rights for women, such as the right to education, the right to work and earn one's own living, equal inheritance and property rights, equal rights in marriage, the right for divorce and last but not least the right to vote.

**The right to vote** became the most important issue at the beginning of the 20th century and little by little states in Europe began approving women's suffrage. Finland was the first country in Europe to grant women the right to vote for parliament in 1906. In 1907, 19 women became Members of Parliament in Finland. The last state in Europe to grant women the right to vote was Switzerland in 1974.

**The women's movement** earned its success in the first three decades of the 20th century, as a consequence of their campaigns, and shifts in attitudes after World War I proved beneficial for the rights of women. Then the economic crises in the 1930s hit the world with huge unemployment and the rise of totalitarian movements in many European countries.

These movements emphasised the role of women as mothers and housewives, although millions of women had to earn their living. The labour market needed women in the workforce, but the dominant ideologies stressed that a woman's place was in the home. At the same time ideas about the "mother's and housewife's instinct" and the housewives' movements became quite influential in many countries, such as the Nordic states.

**The Second World War** broke out, calling women out of their homes to join the workforce, at least in the countries which took part in the war. After the war psychology, pedagogy and medicine were called upon to convince women that their place was in the kitchen. Again, millions of widows and other women suffered from these policies. Women were urged to have many children and the "baby boom" generation was born.

**In the 1960s** economic growth, social changes and the longing of many women to use their education and talent in a more fruitful way than by staying at home led to a growing participation of women in the labour force. Many women needed work, but when they joined the workforce they faced discrimination and sexism, which among other things led to the rise of the "New Women's Movement" which has been on the move ever since.

Many steps have been taken towards increased gender equality in the last 40 years or so, but as will be mentioned later there is still a lot of work to be done.

## Lesson 1.2

### The legal and political framework of gender equality

**Focusing on Europe**, broadly speaking we can say that women in Europe enjoy the same statutory rights as men, but do not have equal opportunities. There are still significant gaps between women and men in many fields of private life and work, power and property, personal safety, influence and respect. Many actors are committed to bridging the gender gap, but there are also forces working against gender equality.

Women's movements are lobbying for gender equality. Important international and European organisations have built up institutional mechanisms and other instruments to enhance gender equality.

Among the most important organisations are:

- The United Nations
- The Council of Europe
- The European Union (and EEA)

### The United Nations (UN)

Equal rights for women and men have been on the United Nations agenda since the organisation was founded in 1945. In 1947 the Commission on the Status of Women was established in order to enhance equality between women and men. The Commission is still going strong, organising a two weeks meeting in New York every year.

**The Universal Declaration on Human Rights**, adopted in 1948, quotes as follows: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status." (Article 2). Despite of this important Declaration, human rights and equal opportunities for women and men were not fully respected in any part of the world at that time.

In 1967 the UN adopted **The Declaration on the Elimination of Discrimination against Women**. The women's movement had risen again in the Western world after decades of invisibility and was becoming more and more powerful. The UN could not ignore its demands for having a voice inside the UN.

In 1974 the UN decided to organize a special women's conference to be held in **Mexico in 1975**. It was also decided that the whole year should be declared "**the women's year**". The aim was to draw the attention of politicians, media, social partners and people all over the world to discrimination against women. The conference was expected to define the most important issues for improving the situation of women and agree on forward looking strategies.

The outcome in 1975 was not unanimous since the cold war was splitting nations between east and west. All the same the conference in Mexico discussed among other things: international cooperation and peace, women in areas of crises, political participation of women, participation in the labour market and the economic role of women, poverty, health, the modern family and the global population increase (issues of reproductive rights and reproductive health).

In 1975 nations were encouraged to build up institutional mechanisms to enhance gender equality. New issues were added to the list: violence against women, gender and the environment, the role of media, the girl child.

The American feminist Bella Abzug once said, that the most important thing that happened in Mexico was the starting of a world wide women's network that has been active ever since.

The decade from 1975-1985 was declared the **Women's Decade** and UN women's conferences were held in **Copenhagen** (1980) and **Nairobi** (1985). In 1979 the UN adopted **The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** which is a very important instrument in advancing and securing equal opportunities for women.

In 1993 the UN adopted **The Declaration on the Elimination of Violence against Women**, acknowledging the fact how widespread and dangerous violence against women is. It is worth mentioning that the declaration did not focus only on areas of conflict and crises.

In 1995 a **UN Women's Conference was held in Beijing** where the **Beijing Declaration and Platform for Action** were adopted. The Platform for Action stresses 12 main areas of concern that must be dealt with and defines the necessary actions governments are obliged to take to improve the situation of women. Gender mainstreaming is a basic concept characterizing the Beijing Declaration and Platform for Action. All these documents play a very important role in the advancement of gender equality in the world.

Since 1995 new issues have come up, while others have become more important than before: women and armed conflict, women and the environment, HIV (AIDS), human security, trafficking in persons, reproductive rights and reproductive health and recently - migration and refugees. The involvement of men has now (at last) become a part of the UN strategy concerning gender equality, not only encouraging men to support gender equality wherever they can, but also that gender equality concerns both women and men, it is a win-win situation, increasing the quality of life for men as well as women.

**Resources:** [www.unwomen.org](http://www.unwomen.org)

## The Council of Europe

The Council of Europe is a regional intergovernmental organisation, established in 1949 in order to promote and defend human rights as well as the rule of law in Europe. The Council adopted the European Convention on Human Rights, which entered into force in 1953. It also established the European Court of Human Rights. Through the decades the Council has done a lot of work on gender equality. In 2011 most of the member states of the Council signed the **Council of Europe Convention on preventing and combating domestic violence and violence against women (The Istanbul Convention)** which is now being implemented in many European countries.

The Council has developed a **Gender Equality Strategy**, the latest one is for 2014-2017. Recently the Council of Europe published a **glossary** on gender equality which can be very useful for trainers. The Council of Europe has also published a Background Note on **sexist hate speech**.

### The Council of Europe Gender Equality Strategy 2014-2017

The overall goal of the Strategy is to achieve the advancement and empowerment of women and the effective realisation of gender equality in the Council of Europe member states through activities around five strategic objectives:

- Combating gender stereotypes and sexism
- Preventing and combating violence against women
- Guaranteeing equal access of women to justice
- Achieving balanced participation of women and men in political and public decision-making
- Achieving gender mainstreaming in all policies and measures

**Resources:** [www.coe.int](http://www.coe.int)



## The European Union (and the European Economic Area)

Equality between women and men is one of the European Union's and EEA's founding principles. It goes back all the way to 1957 when the principle of equal pay for equal work became part of the Treaty of Rome. European states, under pressure from women's movements, have worked on gender equality. Tools used by the EU and governments: legislations, directives, conventions, institutional mechanisms, negotiations on the labour market, affirmative actions, positive duties (on the labour market), quotas, actions, lobbying and different forms of pressure, international conventions and the Beijing Platform for Actions.

**The European Commission adopted a Women's Charter in 2010**, committed to strengthening gender equality in all its policies. The Charter was followed by an action plan – a strategy for equality between women and men. The Commission's strategy prioritised five key areas for action, which are emphasized in **The Strategic Engagement for Gender Equality 2016-2019**:

1. Increasing female labour market participation and equal economic independence
2. Reducing the gender pay, earnings and pension gaps and thus fighting poverty among women
3. Promoting equality between women and men in decision-making
4. Combating gender-based violence and protecting and supporting victims
5. Promoting gender equality and women's rights across the world

In spite of all this work for decades, a lot remains to be done. The whole of Europe faces gender pay gap, in many countries women's participation on the labour market is much lower than men's, lack of childcare and parental leave makes it difficult for women to reconcile family life and work; also violence against women is a threat to human security and gender equality. Growing migration and refugees coming to Europe are facts that the people of Europe must face and deal with.

**In 2015 the EU organised a Forum on the Future of Gender Equality in the European Union.** The report reflects the situation in Europe - a useful tool in discussing gender equality: <http://ec.europa.eu/justice>

**The European Parliament's Committee on Women's Rights and Gender Equality (FEMM)** also plays a crucial role in advancing gender equality by legislating and monitoring equality between men and women, mainstreaming gender in the parliamentary work, providing resources for the Gender Mainstreaming Network of Members of the European Parliament's Committees and following the implementation of international agreements involving the rights of women: [www.europarl.europa.eu/committees/en/femm/home.html](http://www.europarl.europa.eu/committees/en/femm/home.html)

**The Council of the European Union** acknowledges equality between women and men as a fundamental value of the EU with the **European Pact for Gender Equality (2011-2020)**, highlighting the fact that gender equality policies are vital to economic growth, prosperity and competitiveness. [www.consilium.europa.eu](http://www.consilium.europa.eu)

**More about institutional bodies in the EU** and their work for gender equality can be found in EIGE's publication Effectiveness of Institutional Mechanisms for the Advancement of Gender Equality (2014; pg.19-25), referring to the following institutions:

European Economic and Social Committee (EESC); Committee of the Regions (CoR); European Union Agency for Fundamental Rights (FRA); European Foundation for the Improvement of Living and Working Conditions (EUROFOUND); also mentioning European Women's Lobby (EWL); European social partners - European Trade Union Confederation (ETUC); Business Europe; European Association of Craft, Small and Medium-Sized Enterprises (UEAPME); European Centre of Employers and Enterprises providing Public services (CEEP): [http://eige.europa.eu/sites/default/files/documents/mh0213481enc\\_0.pdf](http://eige.europa.eu/sites/default/files/documents/mh0213481enc_0.pdf)



## Examples of national legal requirements for gender equality

As a gender equality trainer you need to know some basics about legal requirements for the implementation of gender equality and the importance of gender equality training.

Two examples will show you the dimension of national legal requirements - from the youngest EU member state Croatia in the South of Europe to Iceland, the oldest European democracy:

### Croatia

The Constitution of the Republic of Croatia, in its article 3, affirms gender equality as one of the highest value in the Republic of Croatia. In addition, article 14 indicates gender as one of the grounds on which discrimination should be prohibited.

**The Gender Equality Act**, with a power of an organic law, in articles 3 and 14, regulates the implementation of the training programmes on gender equality.

**The National Policy for Gender Equality for the period 2011 – 2015** with an action plan for its implementation, anticipates the measures related to gender training:

“Gender equality and anti-discrimination legislation contents will be included in the general part of the state, judicial or professional examinations.”

“Training of judicial and state attorney office staff, and attorneys in the application of anti-discrimination legislation.”

### Iceland

The principle of equality is specifically addressed in a provision in the **Constitution of the Republic of Iceland** (Article 65), stating that men and women are to have equal rights in every respect. Iceland has had an **Act on Gender Equality since 1976**.

The aim of the act is to establish equal status and equal opportunities for women and men. Gender mainstreaming shall be observed in all policy-making and planning. The Act includes quotas on all public boards, committees and councils. The act states that one of the aims is increasing education and awareness-raising on gender equality through education and training. At all levels of the educational system, pupils shall receive instruction on gender equality issues.

**The Act on private enterprises (2010)** states that businesses with 50 employees or more must have at least 40 % women or men on their boards.

**The pension funds** have to follow the same rule.

**So is Iceland a paradise for equality? What is still missing:** Iceland does not yet have a general anti-discrimination law which secures the rights of minorities or includes multi-discrimination.

## Lesson 1.3

### What is gender equality and gender mainstreaming?

You have learned very briefly about the history of women's movement and the development of gender equality strategies in the different context of relevant institutions. This chapter now is all about definitions.

#### Understanding gender equality in practice

You can work with this practical definition on gender equality with the following principles:

- The same opportunities for women and men in decision-making
- The same opportunities to share responsibility for the family and the household
- Equal access to and distribution of resources between women and men
- The same opportunities for women and men to economic independence
- Freedom from gender based violence
- Freedom from gender stereotyping

The concept of gender equality also addresses the subject of positive action. The European network of legal experts in the field of gender equality outlines this relation in the publication: Positive Action Measures to Ensure Full Equality in Practice between Men and Women, including on Company Boards (EC DG Justice 2011).

Besides a practical definition you should know some institutional definitions on gender equality:

#### United Nation Women's definition on gender equality

**Equality between women and men (GENDER EQUALITY):** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.

**Equality does not mean** that women and men are the same; **it means** that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

**Gender equality** implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well. Equality between women and men is seen as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

**GENDER** refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context.

**In most societies there are differences and inequalities** between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context.

**Other important criteria** for socio-cultural analysis include class, race, poverty level, ethnic group and age.

## Definition of gender equality by the European Council

The European Council description of gender equality refers to the unequal power relationship.

### GENDER

Article 3C of the Istanbul Convention: “Gender shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men”.

### GENDER EQUALITY

**Gender equality means** an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. Gender equality is the opposite of gender inequality, not of gender difference, and aims to promote the full participation of women and men in society. It means accepting and valuing equally the differences between women and men, and the diverse roles they play in society.

**Gender equality includes the right to be different.** This means taking into account the existing differences among women and men, which are related to class, political opinion, religion, ethnicity, race or sexual orientation. **Gender equality means** discussing how it is possible to go further, to change the structures in society which contribute to maintaining the unequal power relationships between women and men, and to reach a better balance in the various female and male values and priorities.

## Definitions used by the European Commission

### GENDER EQUALITY

**Equality between women and men** is one of the European Union’s founding values. It goes back to 1957 when the principle of equal pay for equal work became part of the Treaty of Rome.

Since then gender equality is fostered in a threefold way:

1. **by equal treatment** legislation
2. **gender mainstreaming** as integration of the gender perspective into all other policies
3. **specific measures** for the advancement of women

### GENDER MAINSTREAMING

**Gender mainstreaming is the integration of a gender equality perspective** into every stage of policy process (design, implementation, monitoring, evaluation) promoting equality between women and men. It means assessing how policies impact on women and men, and taking steps to change policies if necessary.

**The aim of gender mainstreaming is to make gender equality a reality**, and to improve policy-making by bringing it closer to citizens’ needs.

### Important concepts in the gender debate a trainer should know about

When it comes to concepts in the gender debate a lot of useful publications can be of help, such as the Council of Europe Gender Equality Glossary and the Glossary of the UN Women Training Centre.

**Among the most important concepts are:**

Gender, gender equality, gender parity (equity), gender roles, gender relations, gender power structures, gender theories, gender mainstreaming, gender analyses, gender impact assessment, gender lens/gender glasses, gender sensitive approach, gender stereotypes, gender blind, gender budgeting, direct/indirect discrimination, empowerment of women, institutional mechanisms, multiple discrimination, violence against women, sexist hate speech, gender identities, trans gender, LGBTI (initialism for Lesbian, Gay, Bisexual, Transgender/Transsexual, Intersexed).

## Lesson 1.4

### Where to find statistics on gender equality!

As a gender equality trainer you don't have to know the latest statistics by heart. But you have to know where to find them. Statistics increases insight and knowledge, supports policy making and evaluation, informs monitoring and measurement of progress and provides citizens with an independent source of information.

#### Gender statistics

- is not a discrete or isolated field
- it cuts across traditional fields of statistics such as economics, agriculture, health and employment to explore the differences that exist between women and men in society

Such information is vital to inform policy and decision makers and to make advances towards achieving gender equality. Gender statistics is a field of statistics which cuts across the traditional fields to identify, produce and disseminate statistics that reflect the realities of the lives of women and men and policy issues relating to gender equality.

Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. Gender statistics are defined by the sum of the following characteristics:

- data are collected and presented disaggregated by sex as a primary and overall classification
- data are reflecting gender issues
- data are based on concepts and definitions that adequately reflect the diversity of women and men
- and capture all aspects of their lives
- data collection methods take into account stereotypes and social and cultural factors that may induce
- gender biases

#### European statistics for gender equality

**Eurostat** is the main source of gender statistics at EU level. In their portal trainers will find a thematic section on gender statistics: <http://ec.europa.eu/eurostat/web/equality/overview>

**The European Gender Institute for Gender Equality (EIGE)** assists EU institutions and the Member States in the collection, analysis and dissemination of data on equality between women and men. EIGE's gender statistics database serves as a one-stop source on statistics information that best reflect the differences and inequalities between women and men, girls and boys in the European Union. The database stores and disseminates gender statistics from all over the European Union and beyond at the EU, Member State and European level. It is aimed at providing statistical evidence which can be used to support and complement the European Commission's Strategy on Gender Equality, its Strategic engagement for gender equality 2016-2019 and support the Member States to monitor their progress: <http://eige.europa.eu/gender-statistics>

The database contains internationally comparable data from sources such as Eurostat, DG Justice and Consumers, Eurofound and the EU Fundamental Rights Agency (FRA). A number of national sources are also included. EIGE's Gender Statistics Database is updated on a rolling basis as soon as new data becomes available, this process is automated whenever possible, requiring minimal human intervention, which ensures timely and error-free updating of data and metadata.

**Statistics metadata** is an integral part of any statistical database to understand and analyse statistical data (the meaning and context of statistical data) providing information on:

- what the data purports to measure
- how these measurements have been made and how they should be interpreted
- who is responsible for collecting and disseminating the data and how often the data is updated
- where the updated data and additional information can be found
- the quality of data

EIGE's Gender Statistics Database displays these metadata along with gender equality concepts and methods. This facilitates the identification of gaps regarding data collection on gender statistics and contributes to a better understanding of gender bias.

**EIGE's gender statistic database** is storing and disseminating statistics information or statistics data and metadata that reflect differences and inequalities in the situation of women and men:

**1. Thematic areas**

Data based on possible areas of interest on gender equality from the user's perspective

**2. Policy areas**

Data structured in line with the established policy areas of the EU

**3. EU strategies**

Data according to the priorities defined at EU level, including EU 2020, Horizon 2020 and the EU strategy for equality between women and men 2010–15

**4. Gender Equality Index**

Data according to the domains and subdomains of the Gender Equality Index

**5. Beijing Platform for Action**

Data in all 12 areas of concern from women and poverty to the girl child

**6. Women and men in decision making**

Data collected since 2003 by the Gender Equality Unit of the European Commission, currently under DG Justice and Consumers to monitor the numbers of women and men in key decision-making positions

The **European Commission** publishes annually a **report on equality between women and men**, with a lot of sex-disaggregated statistics. Trainers can find statistics for their own country or use statistics to compare countries. Recently the **Nordic countries** published comparable statistics **Nordic Gender Equality in Figures**. **UN Women** also publishes reports on **Progress of the World's Women** where statistics can be found for different parts of the world: <http://progress.unwomen.org>

### Your own set of statistics?

We recommend to prepare your own training set of statistics and indicators from EIGE's Gender Statistics database, the annual report of the European Commission or the UN Women progress report. Choose three simple but most interesting thematic or policy fields to demonstrate the power of numbers or work with the participants on one thoughtfully selected thematic or policy field relating to the target group to find out areas of improvement.

Visit **EIGE's Gender Statistics database** from time to time to get the most recent figures in the European Union. And share your knowledge with other trainers to keep up-to-date!

## Lesson 1.5

### Gender equality tools

Here is a selection of useful tools for the implementation of gender equality. These are just some useful examples; there is a lot more to find on the web - keep looking!

Now, let us start with the easiest one, advancing step-by-step, tool after tool.

#### Gender Awareness

Gender awareness is the best tool to start with. It means to create an understanding that there are socially determined differences between women and men based on learned behavior, which affects access and resources. This awareness needs to be applied through gender analysis into projects, programs and policies.

#### Gender Analysis

An examination to uncover how gender relations affect a certain field of activity or policy before a gender mainstreaming process can take place. The aim of the analysis is on the one hand to show how gender relations are affecting something and to explore on the other hand what could be done step-by-step to reach gender equality in the respective field.

Quantitative data and statistics are collected and analysed, literature is researched and documents are examined, employee surveys are conducted and experts are interviewed.

It is all about finding out about structural conditions, privileges and discrimination.

#### The 3R Method

**Representation:** What is the gender distribution at every level of the activity and decision-making process, i.e. among staff, decision-makers and users?

**Resources:** How are the resources in the activity, in the form of time, money and space, distributed between women and men?

**Realia:** How did representation and resource distribution between the sexes come to be as they are? What seems to be self-evident about gender-related norms and notions?

#### The 4R Method

**Representation:** Who are the users and parties involved, what is the composition of their gender relation? Look at precise numbers or estimations, who is especially affected?

Also consider further characteristics like age, income levels or ethnic background.

**Resources:** How are resources and opportunities distributed in form of time, space, money and access to information? Are planning and designing processes recognising and taking into account different life situations of women and men, e.g. related to the gender pay gap? Do women and men indeed have the same chances to use services or institutions?

**Realities:** Why is a situation like it is? Where can we detect approaches for change? Do we discover background and causes for the different situations for women and men regarding stereotypes, values and up to now practices?

**Rights:** Do legal requirements and regulations offer adequate protection from discrimination and information for all target groups? Are different life situations recognised taken into account?

What needs to be done to ensure equal rights?

**Note:** In some countries (e.g. in Sweden) the forth R refers to **Realisation** through an action plan.

## Gender Impact Assessment

The process of comparing and assessing, according to gender relevant criteria, the current situation and trend in law, policy or programme. It looks at the expected development resulting from the proposed policy. It estimates the different effects (positive, negative or neutral) of a policy or activity implemented. It refers to the current gender-related position and the projected impacts on women and men once the policy has been implemented. The assessment has to be structured, systematic, analytical and documented.

## The Participatory Gender Audit

A methodology developed by the International Labour Organisation ILO, a systematic, participatory and gender sensitive method for analysing how gender is mainstreamed within an organization or a part of it.

## Gender Equality Capacity Assessment Tool

A tool for assessment of capacity in promoting gender equality and the empowerment of women, developed within the UN system to ensure that commitments on paper lead to progress on the ground. It refers to the information gathering process and to the results of the analysis, conveyed in a report that outlines the ways forward for a training or an action plan. Assessing the capacity of individuals means looking at the knowledge, skills and attitudes that each person has regarding gender equality and the integration of these to their work. To assess the capacity of individuals some commonly used tools are questionnaires and surveys, individual tests, focus groups, and interviews. Capacity assessment at an organizational level evaluates what policies, strategies and procedures are in place to ensure that gender equality can be implemented adequately.

## Gender Budgeting

A gender-based assessment of budgets and the budgetary process, restructuring revenues and expenditures to promote gender equality. Gender budgeting is conducted in three stages: analysing the budget from a gender perspective, restructuring the budget based on gender analysis and mainstreaming gender as a category of analysis in the budgetary processes.

## Gender Indicators

Measuring and comparing the situation of women and men over a certain period of time with quantitative indicators based on statistics or qualitative indicators based on women's and men's experiences, attitudes and opinions. The European Institute for Gender Equality has updated and developed new indicators adopted at EU-level for the follow-up of the Beijing Platform for Action.

**More help is there** - in books and brochures as well as on the web

**The European Institute for Gender Equality** has built up a database for training on gender mainstreaming and there are many examples of good practises on their website.

**Social partners on the European labour market** have developed a Toolkit for Gender Equality in Practice and a Toolkit for Best Practises.

**UNESCO** has published a special toolkit for Promoting Gender Equality in Education and Gender Equality eLearning Programme.

**UN Women Training Centre** offers a lot of useful material and technical help.

**In Sweden** the government has been one of the most committed ones in implementing gender mainstreaming into all policies and decision making, publishing useful training manuals.



## EIGE's Gender Equality Index

To make participants in a training aware of the significance of their (future) engagement for gender equality, a special tool can be helpful: The Gender Equality Index of the European Institute for Gender Equality EIGE.

### The aim of the lesson

- to introduce the Gender Equality Index and its framework
- to show its applicability in daily gender work as well as decision making

### The content of the lesson

- the Gender Equality Index and its approach to gender equality
- the choice of indicators and their applicability to measure gender equality
- how to use the Gender Equality Index (report) and how to interpret its results
- as a statistical tool to assess a country's level of gender equality
- as a statistical tool to focus on indicators including trends and developments

### The learning outcomes

- Participants enjoy reading the Gender Equality Index Report
- Participants have gained a short overview on the Gender Equality Index
- Participants understand, how to use it for
- formulating a national/regional Gender Equality Strategy
- assessing the status of gender equality and identifying the most important topics
- identifying the main indicators to measure gender equality

### Realisation

The lesson can last from a 10- minutes-presentation to a six-hours-workshop.

### Methodology and educational methods

Lecture/presentation, discussion in groups, exercises

### Possible input for a group discussion

Check Your Gender Equality Policies/Strategies: All participants try to apply the theoretical framework of the Gender Equality Index to their gender equality policies/strategies with the help of the following questionnaire:

- Are your gender equality policies/strategies designed along the binary construction of gender? If so, do they apply a transformative approach?
- Do your gender equality policies/strategies consider equality in inputs, outputs or outcomes?
- Which key frameworks do you know and apply in your gender equality policies? What differences to the theoretical framework of the Gender Equality Index exist?

### Literature and Sources

**European Institute for Gender Equality (EIGE)**, The Gender Equality Index interface: <http://eige.europa.eu/gender-statistics/gender-equality-index>

**European Institute for Gender Equality (EIGE)** (2015), **Gender Equality Index Report 2015** – Measuring gender equality in the European Union 2005 – 2012 (<http://eige.europa.eu>)

**Council of Europe Gender Equality Glossary** (<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016805a1cb6>)

## Introduction to EIGE's Gender Equality Index

The **Gender Equality Index** has been developed by the European Institute for Gender Equality (EIGE) - an autonomous body of the European Union, established in 2010 in Vilnius, Lithuania, to contribute to and strengthen the promotion of gender equality.

One of its core tasks is to provide reliable and comparable statistics on gender equality, of which the Gender Equality Index, that was introduced in 2013 for the first time, is the most elaborated and sophisticated tool.

“What is measured becomes visible,  
what is visible can be monitored  
and gets improved.”

The **Gender Equality Index** is a composite indicator that provides a measure of the complex concept of gender equality. It is formed by combining 26 gender indicators into a single summary measure.

The value of the Index lies between 1 for total inequality and 100 for full equality. It measures gender gaps between women and men, but also takes into account the country context and the different levels of achievement of Member States in various areas.

A high overall score reflects both small (or absent) gender gaps and a good situation for all (e.g. high involvement of both women and men in employment).

The principle of this measurement is, that there can not be any equality without the opportunity for all individuals to realise themselves to the fullest of their capacity.

This is one of the differences between EIGE's Gender Equality Index and other indices – many indices provided only focus on the difference between men and women and do not reflect the levels of achievement.

**Gender equality** is not consistently defined within the European Union. In order to combine different approaches EIGE has adopted a pragmatic definition of gender equality for the Index:  
“Equal share of assets and equal dignity and integrity between women and men.”<sup>1</sup>

**EIGE's Gender Equality Index** is based on a rather elaborated theoretical framework.

**Equality and equity frameworks** (Baker et al. (2004), Pascall and Lewis (2004), Fraser (1997)) providing various dimensions and domains for gender equality politics, with the concept of Fraser reflecting on gender equity.

**Capability approaches** (Sen (1980, 1993), Nussbaum (2003), Robeyns (2003)) focusing on opportunities that women and men have for well-being and leading a valuable life. The parameters for equality are various capabilities, with Nussbaum and Robeyns providing (tentative and revisable) lists of capabilities.

The binary construction of gender has been widely criticised. Being an empirical and statistical tool the Index nevertheless relies on data disaggregated by sex and requires a gender sensitive interpretation. It combines different approaches on gender equality and also draws on a transformative approach by problematising gender relations in society and implies a change in the lives of men and women.

<sup>1</sup> European Institute for Gender Equality (EIGE) (2015), Gender Equality Index Report 2015 – Measuring gender equality in the European Union 2005 – 2012. p.8

**The Gender Equality Index** is developed by using high quality harmonised data at EU-level. It gives preference to indicators that are connected to targets and strategic documents of the EU.

### 26 indicators!

Measuring gender equality till now remained one of the core problems when implementing gender mainstreaming and gender equality policies. For the Gender Equality Index 26 indicators were selected from six core domains and two satellite domains.

The indicators focus on individuals, rather than institutions or countries (e.g. healthy life years, but not: healthcare expenditure). Furthermore, they consist of outcome variables that measure current status as opposed to input or process variables (e.g. time spent on care activities, but not: provision of childcare services). The indicators are based on reliable, comparable, harmonized data for all EU Member States.

### The choice of indicators and their applicability to measure gender equality

#### The Domains of the Gender Equality Index

The following chart shows the six core domains and their sub-domains (two satellite domains “violence” and “intersecting inequalities” are conceptually related to gender equality but only apply to a selected group of the population).

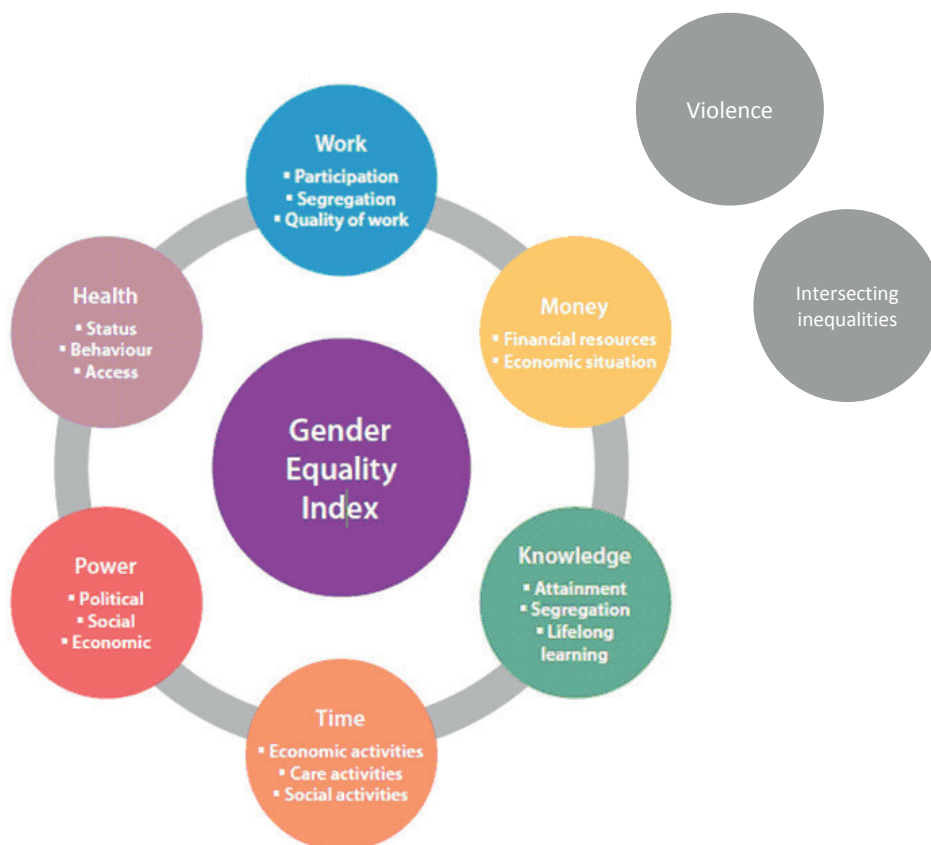


Chart by courtesy of the European Institute for Gender Equality (EIGE)

It is well worth to seek more information in the Gender Equality Index report. This framework can also be very useful, when you work on a Gender Equality Strategy/policy or when you are conducting a Gender Impact Assessment, Gender Analysis or a Gender Budgeting initiative.

## Gender Equality Index 2015 - results

Gender equality has not or just slightly improved within the last years, there is still much room left for improvement. On the EU average progress has been marginal since 2005.

Four countries, i.e. Sweden, Finland, Denmark and Netherlands, score markedly above EU-average.

Austria, Lithuania and Croatia reach scores below the EU-28.

The Gender Equality Index 2015 report illustrates the progress in gender equality in the EU and its Member States in 2005, 2010 and 2012. It provides results for each domain and sub-domain. It also presents the first attempt to calculate a composite measure for violence against women.

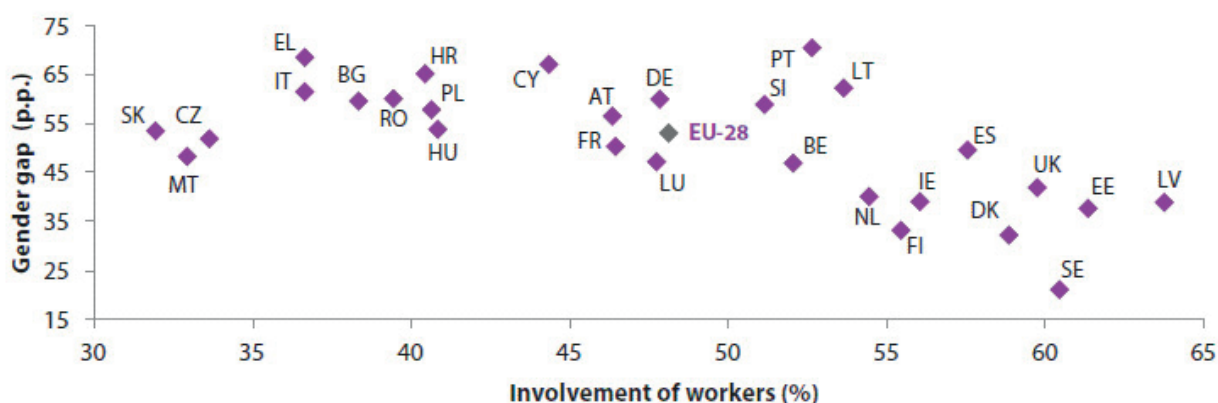
### The curriculum can give only a short insight and information on how to read the report:

In each section the first chart shows the position of each country as well as the average EU-28 along two axes: the y-axis maps the gender gap in a country, the x-axis the measured indicator. The second chart shows the direction of the gender gaps and the average EU-28 gaps in 2005, 2010 and 2012, thus provides information on the current trend for each indicator.

### An easy example: Indicator Cooking and housework (domain of time)

This indicator in the domain of time reflects the distribution of unpaid work, thus being an essential indicator on gender equality.

**Chart:** Gender gaps and worker's involvement in cooking and housework, every day for an hour or more, in EU Member States (15+) , 2010



Source: Eurostat, EWCS (ef2d).

Chart by courtesy of the European Gender Equality Institute (EIGE). European Institute for Gender Equality (EIGE) (2015), Gender Equality Index Report 2015 – Measuring gender equality in the European Union 2005 – 2012. p.49

**The chart shows** that Latvian men and women have the highest involvement in cooking and housework per percentage with a smaller gender gap than the EU-28. Lithuanian workers are more involved in these unpaid tasks than the EU-28 and this involvement is distributed unevenly between men and women.

Austrian women and men are less involved in cooking and housework, these tasks are also more gendered than in the EU-28, Croatian workers are again less involved, but the gender gap is also high.

Sweden has the least gap with 21 p.p., Portugal the highest with 71 p.p.

The following chart shows the average gender gap in EU-28 including the direction of the gap, whether it is to the detriment of women or men. In this example the gap is negative towards women, meaning that more women than men are involved in cooking.

**Chart:** Workers' involvement in cooking and housework, every day for an hour or more, by sex in EU-28, 2005 – 2010

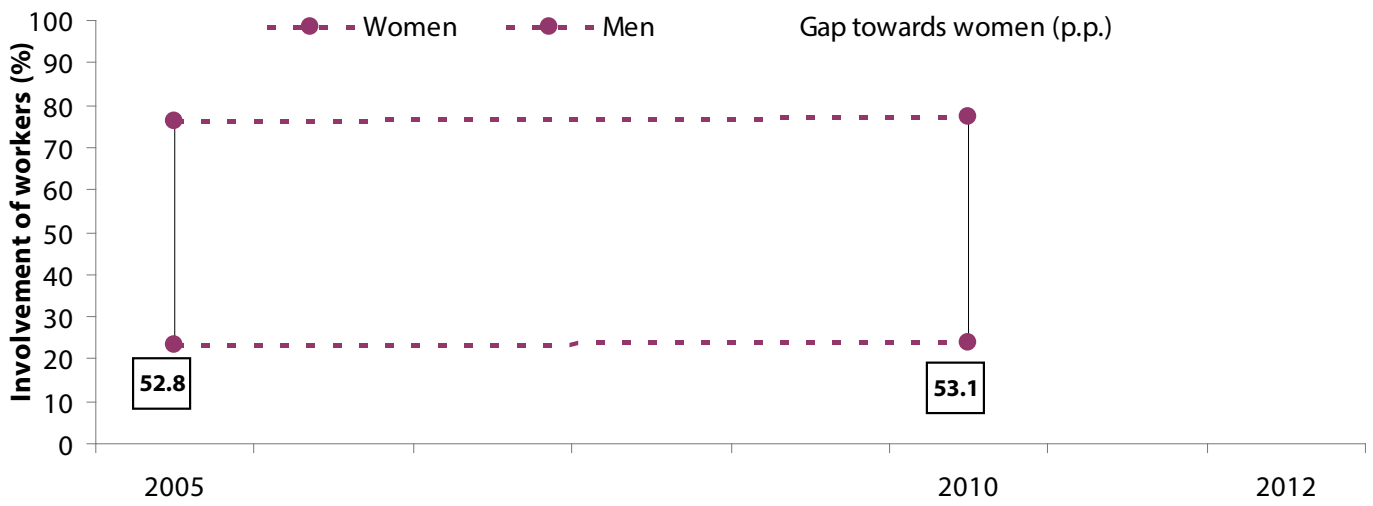


Chart by courtesy of the European Gender Equality Institute (EIGE). European Institute for Gender Equality (EIGE) (2015), Gender Equality Index Report 2015 – Measuring gender equality in the European Union 2005 – 2012. p.49

As there are no data for 2012 available you can only examine the trend from 2005 – 2010. The gap has been stable with an insignificant increase of 0.3 p.p.

**These charts enable you** to assess your country's relative position in the EU, to identify allies with like problems or countries, where the situation clearly differs.

As these numbers and figures are available for each of the 26 indicators you can easily identify fields of actions for your further gender equality policies.

### What can the Gender Equality Index be used for?

You can use EIGE's Gender Equality Index, its gender gaps, levels of achievements and trends between 2005–2012 to identify:

- ... fields of action for your gender equality policies/strategies
- ... benchmarks for your gender equality activities
- ... guidelines for evaluations: which indicators to choose, how to get data
- ... information about important surveys on EU or national level, sometimes on regional level

## Lesson 1.6

### Reflexivity and self-awareness of gender roles

The **gender paradoxon** is a widely acknowledged fact – in the process of raising awareness of the process of society’s construction of gender roles and stereotypes you re-confirm those constructions.

**Trainers should be aware** of acting as a gendered being within this discourse.

They themselves show a certain interpretation of what a woman or a man or a transgender person should look like, be like, act like. Similar to the problem, that you cannot NOT communicate, you cannot NOT act in a social context without representing an interpretation or construction of gender. Gender and sex are universally applied categories.

**Trainers also have a “history”** as a gendered being:

- What has their education been like?
- Which influences made them decide to be who they are from a gender perspective?
- Who or what made the little girl play football?
- Who or what made the other girl just be interested in jewelry?
- And who or what fascinated the young boy in cooking and household chores?
- Gender trainers should reflect on their own history of a gendered socialisation and the importance of this process for developing an identity.

**Gender trainers should also be aware** of the way, in which they live their femininity/masculinity as an individual interpretation of current gender roles in a social context. How many identities do they have? Is their interpretation of man or woman the same in a professional or a private context? How much does their family (partners, kids, parents, other siblings) influence them?

**These questions have no right or wrong answers** - gender is not a discussion of what the right or wrong man or woman is. A gender discourse is always on the liberation of individuals from obstacles to live their own ways, their originals, their lives.

**Trainers have to be aware** that many trainees fear to be imposed someone else’s interpretation of femininity or masculinity or gender. Therefore it asks for much sensitivity and respect towards the trainees during a gender training.

Its basis should be reflexivity and awareness of one’s own interpretation of gender roles, the process of their creation and their subjectivity. These gender pictures are constructions, not facts, so other people have other constructions should be treated with respect.

## Module 2

### Best of Gender Training Collection of Gender Training in Europe

#### Counteracting discrimination based on gender in media and politics *Iceland/Poland*

##### A train-the-trainer workshop in Warsaw

*This example of a gender training has been selected because both the organisers Centre for Gender Equality in Iceland and the Congress of Women in Poland were in agreement that this training was successful. It also is an example that puts extra strain on the gender trainers as they have to conduct the training not in their native language.*

*The language used was also not the native language of the trainees. The language used was English, native language of the trainers was Icelandic and the trainee's language was Polish. The language matter made the workshop much more challenging to prepare and conduct than preparing and conduction a workshop in one's own country.*

**The training** was a part of the project "Strong together" that the Centre for Gender Equality in Iceland is working on as partner with the Congress of Women in Poland (Kongres Kobiet). The project was funded through EEA grants. The workshop was held at the office of the Congress of Women in Warsaw.

##### The target group

The target group was consisting of people who could, as future members of the overall project "Strong together", conduct further workshops to train politicians, students of political science, media staff and media students in gender mainstreaming and how to become media literate and critical regarding gender issues, especially with regards to politics and media coverage of politicians/political issues.

The overall aim of any workshops following this one conducted by the special advisors from the Centre for Gender Equality would be to make the participants better equipped to counteract gender discrimination in media and politics.

**The participants** were mostly people (women) who were already gender specialists.

##### The trainers

The training was conducted by Ingibjörg Elíasdóttir, a lawyer, together with Bryndís Elfa Valdemarsdóttir, a special advisor. As employees of the organiser the Centre for Gender Equality the qualifications were known to both the Centre for Gender Equality and the Congress of Women. Elíasdóttir has worked there for over seven years and done many training sessions through the years and Valdemarsdóttir has been there for two years and also held training sessions.

##### The goals for the workshop

To familiarise participants with the basic concept of gender mainstreaming (GM) principles, to provide examples of how GM has been used in Iceland, to give the participants an understanding of how to use some tools for implementing GM, to give participants information on how to use some tools of GM in connection with the discourse on gender in media and politics, to plan further workshops for the target groups in the project "Strong together".



## Information given

### First day

- Introduction of the workshop and all participants
- Gender equality in Iceland. Is Iceland a gender equality paradise? Information on the situation of women and men in Iceland
- Gender mainstreaming: Introduction, examples from Iceland
- Tools for gender mainstreaming, models for basic awareness etc.
- Group work and discussion: gender in the media and politics
- Why are these important topics and why is it important to discuss them together?

### Second day

- Women and men in the media. Hate speech, statistics etc.
- Group work and discussion: Examples, discussion questions
- Planning workshops: What works – what does not work?
- Final discussion and closing remarks

## Methods used

Participants were provided with slides and they did assignments during the workshop.

They worked in groups and all together. The assignments were prepared beforehand and then the trainers did a little adaptation on the spot, regarding training material and assignments.

### What worked, what was successful, what didn't work?

**The trainers** had prepared well for the workshop.

As the trainees were (mostly) quite to very well familiar with gender equality issues, the trainers decided to focus on what they could contribute that might be new or less known by the specialists from Poland. **It was a success focusing on the Nordic way of achieving gender mainstreaming** by providing Icelandic and Swedish examples, and giving information on various handbooks and material on the internet that the trainers, coming from the country ranking at the top of the World Economic Forum's gender gap index, had gone over and found useful.

At the beginning of the workshop the trainers had the participants do **a little quiz on gender mainstreaming**. It was not very serious but still the participants had to work together in small groups and answer a few questions. They did not all agree on everything and in some cases the answers were not right. That was a good start because then these experts knew right from the beginning that they could learn from the training. This worked very well.

Overall the workshop was a success. Everything planned worked (lectures, slides, assignments) and the participants also got time for discussions.

## Capacity building for gender mainstreaming on local and regional level

### Croatia

#### Five trainers, five regions, a common aim: a new and fresh approach for the regions

*This example was selected because of its regional approach, new methodology, high quality execution and common work of five women's/feminist organisations. The evaluation and later monitoring process showed that 95 % of participants are using the knowledge and tools gained from the seminar in their daily work.*

#### The training

The training was organised by five Croatian feminist/women's non-governmental organisations in cooperation with the County Commissions for Gender Equality (CCfGE), financially supported by the Governmental Office for Gender Equality, the Balkan Trust Fund for Democracy and the CCfGE.

#### The target group

The target group consisted of members of County Commissions for Gender Equality and councillors in county assemblies. Altogether 125 members of CCfGE and county councillors from 12 (out of 21) counties participated in the training.

#### The training set

The training was a set of two-day training or one-day workshops. Every training or workshop was based on the same methodology developed by the project team. They lasted eight hours per day. Altogether there were eight training and three workshops.

#### The trainers

The nine trainers, all female, came from the Croatian feminist/women's non-governmental organisations CESI, Babe, Delfin, CGI and Domine. Their qualification was mostly based on years of experience in implementation of gender mainstreaming training and informal education. Two of the trainers had an MA in sociology, one an MA in political science. The trainer team had a two-day workshop for the creation of agenda, exercises and training materials so every trainer had the opportunity for peer education in this particular training program. Also there was team support throughout the whole process of conducting the training.

#### The aim of the training

The aim of the training was to improve skills and knowledge of CCfGE and county councillors for gender mainstreaming and implementation of National policy for Gender Equality. A special task was to develop and implement action plans for the CCfGE to be used in their daily work.

#### Topics

- Introduction to gender perspective through explaining and examining main terms - gender, gender equality, gender mainstreaming, gender roles, etc.
- Basic concepts of gender analysis and gender theory
- Gender analysis, identification of gender roles and exercises
- Strategies for achieving gender equality, introducing legal and institutional framework in Croatia
- Good practices in the EU
- Action plan to prevent social exclusion of unemployed women, gender based violence and to mobilise more local women to be active in local community activities especially in decision-making positions

### Innovative method strengthening women at the regional level

**The methodology** was new in terms of lectures and exercises used for the training. In previous work the organisations used different methodology and were more focused on the facts of gender inequality as well as on the legal and institutional framework for gender equality, and less or not at all on the gender analysis and power relations analysis.

**The training** were developed and conducted in all Croatian regions which enabled the standardisation in educating the CCfEG and county councillors. Also participants developed action plans which enhanced the work of CCfEG and all participants had the possibility of consultations and mentoring services from the trainers during implementation of action plans.

**The high evaluation rates** showed that the organisers were successful in designing methodology but also in using the local experience of trainers in designing and implementing the training. Therefore, this kind of methodology of combining trainers, organisations and regions to share good practices within the country meant broad knowledge on different practices on gender mainstreaming in Croatia.

#### What worked, what was successful, what didn't work?

It was noted that participants lack the knowledge on the basic terms related to the issues of gender so the trainers needed to work more on the basics and just introduce the more complex concepts of gender analysis. Through discussions on gender roles and power structures the participants raised concerns about the size of the problem. The changes are visible in planning activities when participants become empowered to create new activities.

It's still very hard to attract male members of CCfGE or male councillors to attend the training which indicate their unwillingness to actively engage on issues of gender equality.

**The value of this project** is the work on drafting action plans that enabled the participants to use the methodology of gender analysis in daily practice but also to leave the training with concrete output. Also the examples of the good practices from EU or other CCfGE's have been very useful for the participants. Regarding the methodology, the combination of 20% of theory and 80% of practice was very effective because it brought dynamic and enabled participants to learn by doing but also to be more empowered and confident.

After the training, all representatives of the CCfGE stated to have a need for more frequent coordination and collaboration with other CCfGE's in the implementation of the National Policy for Gender Equality, as well as for coordinated and joint work on sensitizing the local communities for gender issues.

**As a major obstacle** in their work CCfGE's stated lack of and a need to have at least one professionally engaged person employed on gender mainstreaming in the counties. This fact shows that no matter how good the training programs are, the lack of funding and political and administrative structure in the counties are the main obstacles for effective implementation of gender mainstreaming on the regional and local level.

## Equality for Local Development and Social Cohesion: Gender Mainstreaming in Municipalities Lithuania

### A series of seminars for local authorities

*This example shows how applying the methods of this training systematically it provides participants with a much better understanding of gender in/equality and its presence in their everyday work. It provided arguments for gender mainstreaming and demonstrated how it can be applied in practice. Participants had an opportunity to analyse their own environments in quite an extensive period of time. The methods provided not only with theoretical input but also with a lot of space for practical exercises and discussions.*

### The training

The training was organized by the Center for Equality Advancement in Lithuania in four two-days long training sessions.

### The target group

The target group were representatives of local authorities from different levels of management (e.g. Council Members, deputy administration directors, senior specialists, etc.) as well as different fields of work - legal department, social affairs, education. The same persons have taken part in all four events organized in different parts of Lithuania.

### The trainers

Margarita Jankauskaitė and Vilana Pilinkaitė Sotirovič, employees of the Center for Equality Advancement, are gender experts, holding PhD degrees and providing extensive experience in gender equality work. Additional speakers were invited, selected upon recommendations from reliable partner organisations.

### The aim of the training

The aim of the training was to provide broader knowledge on European and national policy on gender equality, improve competences on the implementation of gender mainstreaming and gender budgeting and enhance the promotion of gender equality on local level.

### Content of the training

**The first session** centered around general definitions related to gender equality in the public sector, prevailing stereotypes, EU legal acts, principles of gender equality and an initial presentation of the 3R method. Right from the beginning the participants were involved in active group work; identifying problems, looking for solutions, noticing media stereotypes.

**During the second session** the gender awareness of the participants was raised further by the explicit knowledge of the 3R method, providing numerous examples.

Giving the explicit reasoning and explanations, the lecturer presented the gender role divide in public and private sectors, the notion of gender mainstreaming, the principles of gender equality (economic independence, sharing of power and influence, shared responsibility for the home, freedom from gender-based violence).

Other lecturers gave an overview of the Lithuanian legal system including programmes and the issue of reconciliation of family and working life.

**The third session** focused on the issue of gender budgeting and the R3-Realia in a small-scale investigation carried out by the participants.

To enable them to develop a more-sided interpretation of their results, the experts provided information on different gender equality perspectives and also engaged in lively discussions.

**The fourth session** summed up the work done, presented the legal gender equality system in Lithuania (by the representative from the Office of Equal Opportunities Ombudsperson). The participants were also given a presentation of gender in the education process. The 3R investigations were finalised. Following their investigations the groups worked on gender action plans. They received information on ruler techniques and resistance to gender equality work. The participants left with a task to prepare presentations on the 3R investigations they have performed during an international conference in Vilnius.

### The main topics

The main topics of the training are also specified in the Gender Equality Manual for Local Authorities which is available on request.

### A special task

There was a group task to identify gender equality problems in different areas and to present them: further on, to make the R1 and R2 investigations in the chosen fields of work and to interpret these results from a gender perspective (R3). The seminar participants worked with their investigations throughout the cycle of seminars and the final analyses were submitted during the last seminar. Most of the topics concern the particular fields in municipal work that the participants are responsible for, thus guaranteeing that results from the micro studies are relevant for their work and can be taken into account in planning future policies. The investigations, which as expected have revealed gender imbalances in different areas of municipal work, were presented during an international conference in Vilnius. The best investigations were also outlined in the Gender Equality Manual produced under this project. The participants have worked on the follow-up actions in their municipalities related to improving the gender equality situation and tackling inequalities revealed.

#### What worked, what was successful, what didn't work?

**This training has shown** that elaborated methods for gender mainstreaming (in this case -3R method) can successfully reduce resistance to the Gender Equality issues among municipal employees.

**To achieve the objective of changing attitudes** of municipal employees, qualitative educational strategies should be applied. It is important to work with the same group of participants for a certain period and to give them time to achieve deeper knowledge, to change attitudes and to improve personal skills.

**The change of attitudes** could be secured through personal involvement in conducting a small scale research using the 3R methodology.

**Personal experience is the best means for changing attitudes based on gender stereotypes.**

**It was difficult** due to the change of municipal authorities to retain the same people in the project and get them to participate in the seminars as in some cases the new authorities were quite negative towards the idea of their staff spending time on gender equality issues.

**Despite the difficulties**, the project managed to keep the municipalities sufficiently involved.

## Gender Budgeting Information day

Austria

### An internal training for public administration

*I have selected this example of a gender training to show how people responsible for budgeting processes in different departments of administration can be provided with gender equality knowledge. In this case they were introduced to the issue of gender mainstreaming, they were specifically trained and qualified to implement gender budgeting in their future planning activities.*

**The training** was arranged by the Gender Mainstreaming Task Force of the Lower Austrian Government. It lasted one day from 9:00 a.m. to 4 p.m.

**The target group** were those selected employees of the Lower Austrian administration, who undertook a gender budgeting analysis for their respective department.

**The trainer** was gender equality expert Dr. Sabine Hilbert, an employee of the Lower Austrian provincial administration, supported by an expert from the financial department.

### Background of the training

Gender Budgeting (GB) and its implementation through the provinces and municipalities is part of the national Federal Budget Reform. The “Gender Budgeting Information day” has been the starting point for the implementation and the analysis of expenditures of the Lower Austrian provincial government.

**The aim of the training** was to sensitise for the mediation of gender-know-how in budgeting processes, to enable employees with various backgrounds to conduct a GB analysis and to implement gender mainstreaming as a horizontal issue.

### Content and structure of the training

- **30 minutes** warm up with introduction, self-evaluation on gender-knowledge and sharing own experiences
- **Two hours** input by means of power point presentation including one major exercise on gender equality objectives in working groups, time for discussion and questions: definition of gender, gender mainstreaming, gender equality objectives, provincial, national and international regulations of GM and GB, gender budgeting, projects and experiences with GB
- **Three hours** input with power point presentation on the GB process including four exercises in working groups and discussion. This part concentrated on the future tasks of the participants. The presentation of the GB process focused on “lessons learned” in the pilot project and projects of the past year.

#### What worked, what was successful, what didn't work?

The training focused on “lessons learned” in pilot projects. With this focus participants have been positively reached to generate an understanding on the topic of gender equality.

What did not work: It was too much information for one day, but most head of departments were not willing to send employees any longer. The training was therefore followed by various informal meetings to discuss and solve problems that evolved during the process.

## Module 3

### Training methodology

This module focuses on the successful delivery of training on gender equality with special attention given to preparing training, understanding training goals, dealing with diverse groups, knowing your training style, and how to master communication and presentation skills. The module on training methodology is aimed at people with a knowledge on gender equality who may not necessarily know how to carry out training. Therefore this module should be held by experienced trainers.

#### Lesson 3.1

#### What makes a good training?

##### 3.1.1 For beginners in training

##### The aim of the lesson

To understand how training generally work with a focus on carrying out gender equality training, to give an insight on preparing for and carry out training, and to give pointers on what to watch out for and keep in mind during training. The lesson should take 90 minutes including 30 minutes for group work and/or active participation. This lesson is designed for less experienced trainers.

##### The content of the lesson

- what are training and what types are there
- what is unique in carrying out gender equality training
- how to prepare for a training
- what are the goals of training
- how to know and connect with the audience for gender equality training
- how to create an organised outline for a training
- what are the problems one can be aware of before the training and how to resolve them
- how to create clarity for participants coming from different backgrounds/countries
- giving an example of a type of training for gender equality

##### The learning outcomes

- understanding what training are
- knowing how to sketch out a training
- knowing what problems to expect before a training
- knowing how to prepare for a training
- achieving a balance of structured lessons while also being flexible to the needs dynamic of the group
- knowing how to facilitate participant engagement and active participation

##### Methodology and educational tools

- brainstorming amongst participants, list of qualities and characteristics of a good training
- group discussion on their own experiences with being a participant in training
- completion of the lists with the missing qualities and characteristics
- feedback from past training to see what aspects/activities make training effective
- training materials, prepared in advance: handouts



### 3.1.2 For experts in training with little or no knowledge in gender equality

#### The aim of the lesson

For those who are already trainers but have little or no experiences with gender equality it is important to understand what is unique in carrying out gender training. This lesson should last 60 minutes with additional 30 minutes for group discussion.

#### The content of the lesson

- what are gender training and what different kinds exist
- what basic knowledge the trainer should have on gender issues
- becoming aware of the different participants and diversity in groups

#### The learning outcomes

Introduction to gender training, becoming aware of the differences between general training and gender training.

#### Methodology and educational tools

- training materials, prepared in advance: handouts
- short presentation of best practices in gender training
- answering to questions of the trainees

This module focuses on how you can successfully lead training on gender equality with special attention given to preparing training, understanding training goals, dealing with diverse groups, knowing your training style and how to master communication and presentation skills. The module on training methodology is aimed at people who have the knowledge on gender equality but may not necessarily know how to carry out training. Therefore this module should be held by experienced trainers.

#### An example for methods used

Divide the group into smaller groups of maximum five people. Let them brainstorm amongst themselves criteria for a good trainer, qualities and characteristics of a good training, based on their own experience (either as a trainer or a participant in training) Let participants present their list of criteria and qualities and let them discuss it with other groups. Add criteria if some are missing.

#### Literature, further reading

**Flowers, N., Bernbaum, M., Rudelius-Plamer, Tolman, K. i J.** (2000.), *The Human Rights Education Handbook: Effective Practices for Learning, Action and Change*, Human Rights Resource Centre, Minneapolis  
Creating Effective Training, Training Resources Group, Inc

## Lesson 3.2 Group dynamics

### The core aspects:

- getting to know each other with icebreakers
- building a group and dealing with difficult situations

### The aim of the lesson

Having a good group dynamic is crucial because it allows participants get more out of training if they are actively engaged and able to share opinions and experiences. In gender training there is often the case of a participant being in opposition to various concepts of gender equality. Knowing how to handle those situations is something every gender trainer must know.

This lesson should last 30 minutes with 20 minutes for discussion between participants.

### The content of the lesson

- how to introduce the participants to each other
- what are icebreakers, when and how to use them, specifically the ones focused on the topic
- how to build a group (with a special focus on diversities amongst participants)
- how to deal with difficult situations and when encountering resistance during training
- reflection on differences between participants
- the importance of facilitation and how to handle disagreements in a respectful way
- how to create a safe space, where opinions and ideas can be easily shared

### The learning outcomes

- knowing how to build a group that enables engagement by all members
- knowing the responsibilities of trainers and facilitators
- knowing what a safe space is and how to create one
- being capable of preventing escalations
- maintaining good relations amongst participants

### Methodology and educational tools

- giving examples and showing icebreakers
- case study: give an example of a difficult situation, let participants think of a solution how to react
- training materials, prepared in advance: handouts

#### An example for methods used

Divide the group into smaller groups of no more than five people. Give each group an imaginary difficult case study training situation. Groups should write a list of do's and don'ts of what should be done in the given case-study scenario.

### Literature, further reading

- Lewis, J.** (2002.), *Gendering Prevention Practices: A Practical Guide to Working with Gender in Sexual Safety and HIV/AIDS Awareness Education*, Nordic Institute for Women's Studies and Gender Research (NIKK), Oslo
- J.E. Jones&J.W. Pfeiffer (ed.)** (1975.) *Games, Role Plays, and Exercises*, in: *The 1975 Annual Handbook for Group Facilitators*, Pfeiffer & Company: San Diego
- D. Omambia** (2003.) *Compass Gender Training Manual*, Compass: Malawi

## Lesson 3.3

### Communication and presentation

#### The aim of the lesson

The lesson is designed for beginners in training.

In this lesson participants will learn how to communicate with the group, how to get your point across, and how to be effective when presenting.

A short part of the lesson will be dedicated to learning about giving the training in pairs. This lesson should last 60 minutes with additional 60 minutes for role playing and group work.

#### The content of the lesson

- what is the basis of good communication
- what are the different kinds of communication
- how to have assertive communication within the group
- what are the pros and cons of giving the training in pairs
- how should the communication between two trainers effectively flow
- what makes a good facilitator
- what makes a good presentation
- what are the different kinds of presentation

#### The learning outcomes

- knowing how and in which situation one should communicate
- knowing how the group should communicate
- knowing which type of presentation to hold based on the preferred outcome
- holding successful presentations
- holding training in pairs

#### Methodology and educational tools

- role playing different types of communication
- working in pairs on the question “what makes a successful presentation” with presentation of results
- training materials, prepared in advance: handouts

#### An example for methods used

After explaining some of the basic types of communication, divide the group into smaller groups of no more than five people. Each group should represent a different type of communication. Give each group the same handout with statements. Each group has to answer statements according to their assigned communication type.

#### Literature

**J.E. Jones&J.W. Pfeiffer (ed.)** (1975.) Giving feedback: An interpersonal skill, in: The 1975 Annual Handbook for Group Facilitators, Pfeiffer & Company: San Diego

**B. Auvine, B. Densmore, M.Extrom, S. Poole, M. Shanklin** (2012.) A Manual for Group Facilitators, The Fellowship for Intentional Community: Rutledge

## Lesson 3.4

### Learning tools

#### The aim of the lesson

To learn what kinds of learning tools exist and to use them properly according to the groups' needs. This lesson should last 60 minutes with 20 minutes for group discussion.

#### The content of the lesson

- different types of learning tools (movies, photography, power points, questionnaires, flip chart, posters, comics, handouts, exercises etc.)
- "do's and don'ts" of a specific tool
- pros and cons of the tools

#### The learning outcomes

Knowing in which situation one should use specific learning tools

#### Methodology and educational tools

- choosing a specific tool in a given situation, explaining why a specific tool is chosen and how to best use it
- training materials, prepared in advance: handouts

#### An example for methods used

Divide the group into smaller groups. Give each group a gender related topic. Each group has to think of at least three different tools that can be used when talking about this topic. Discussion with the other groups will follow when presenting.

#### Literature

**D. M. Abrams and C. Mahar-Piersma** (2010) Training for the Non-Trainer: Tips and Tools, Cultural Orientation Resource Center: Washington

## Lesson 3.5

### Drafting a plan and programme for a training

#### The aim of the lesson

This lesson uses a hands-on approach to teach participants how to effectively create a plan and programme for different training topics. This lesson should last 60 minutes with additional 30 minutes for group work.

#### The content of the lesson

- how to choose a specific topic on gender issues
- how to identify the needs and the knowledge of the participants
- how to adapt the topics to a specific time
- how to transfer the knowledge on a specific topic to the participants
- how to choose a suitable learning tool for the lesson

#### The learning outcomes

Knowing how to tailor a gender training to a specific group of participants

#### Methodology and educational tools

Participants will draft a plan and a programme for a given gender topic in small groups (with an outside moderator in every group). Training materials, prepared in advance: handouts

#### An example for methods used

Divide the group into smaller groups. Each group will choose a gender related topic but the trainer will decide who their participants are. They will amongst themselves make a draft plan and programme for their chosen topic and the participants.

#### Literature

**Solter, C., Thi Minh Duc, P., Engelbrecht S.M.** (2007), *Advanced Training of Trainer. Trainer's Guide*, Pathfinder International: Massachusetts

## Lesson 3.6

### Evaluation of a training

#### The content of the lesson

This lesson wants to indicate the importance of evaluation in gender training. It should provide structural components of the evaluation process by explaining the steps of the evaluation process. It is understood as an orientation for novice trainers and a reminder for those more experienced in performing gender training in particular.

**Duration of the lesson:** About 45 minutes.

#### The content of the lesson

- The purpose of evaluation in gender training
- Definition of evaluation
- The purpose of evaluation in training and relation to the curriculum
- Types of evaluation
- What/Who can be the subject of an evaluation?

#### The learning outcomes

Learning about different types of gender training and methods of getting participant's feed-back.

#### Methodology and educational tools

Training materials, prepared in advance: handouts and evaluation questionnaire

#### For advanced evaluators

##### The aim of the lesson

The aim of the lesson is to assess the value and applicability of the gender training to the participants' work and their capability as trainer.

**Duration of the lesson:** This lesson should last 45 - 60 minutes (depending on the knowledge and the experience of the trainer) with another 60 minutes for doing the evaluation exercise: 15 min for filling in the questionnaire, 45 min for the step by analysis facilitated by the trainer.

#### The content of the lesson

- Testing out the objectives of the training and the quality of the training
- Describing the four level development tool to evaluate participants' reaction to the gender training and how much they have learned (reaction evaluation, learning evaluation, behaviour evaluation and results evaluation)
- What are the quantitative and qualitative methods of data collection
- Instruments for collecting evaluation data and formats of evaluation

#### The learning outcomes

Knowing how to evaluate a training and learning about evaluation methods in practice.

### Methodology and educational tools

Training materials like handouts for participants, prepared in advance

Individual work (filling out the evaluation template questionnaire among participants): pre-test filled and post-evaluation form filled out by the participants

#### An example for methods used

Before the training, each participant of the training fills in the questionnaire in order to provide self-assessment of his/her knowledge of the training topics and about their expectations regarding the training. At the end of the training, they fill in an evaluation form.

Collect the evaluation forms and distribute them evenly among the small groups of participants. Together with the pre-training questionnaires, they discuss the questions and answers from both forms.

### Literature

**Solter, C., Thi Minh Duc, P., Engelbrecht S.M.** (2007), Advanced Training of Trainer. Trainer's Guide, Pathfinder International: Massachusetts

**Hornung, R., Pacurari, O.S.** (2016), Evaluation landmarks. In: EJTN Handbook on Judicial Training Methodology in Europe: Brussels



## Lesson 3.7

### Checklist for setting the scene

#### The aim of the lesson

To make oneself aware of all the organisational details that need to be in order before the start of the training. This lesson should last 30 minutes with an additional 20 for group discussion.

#### The content of the lesson

- how to prepare for a training
- what are the bare essentials for a training
- what are the central elements to consider before the training
- what are the things you need at the end of a training

#### The learning outcomes

- knowing what is needed for a training
- how to effectively prepare for a training

#### Methodology and educational tools

Making a list of things that are needed for an imaginary training

#### An example for methods used

Participants will get an incomplete checklist of what a trainer needs for a training. They will themselves think of at least five more essentials that are needed for a training.

#### Literature

**E. Valdez** (2008.) Gender Training Toolkit, World Vision International: California

## Using the results of the project GenderStrat4EQuality

Benefit from our project results!

### The Curriculum

**Use the document to train trainers in gender equality.**

Or pick out elements you find interesting and add them to your own gender equality training.

Or translate (parts of) our curriculum into another language.

### The Best Practice Collection

**Use our examples to show the variety of gender equality training in the train-the-trainer education.**

Or pick out one training example as a model event and set up your own gender equality training - a workshop, a series of seminars or just an information day.

### The Guidelines for Quality Criteria

**Use our guide for quality criteria in gender equality training.**

Pick useful information about European quality standards for the tendering process, the selection and the assessment of a gender equality training in your professional surrounding.

### The Memorandum of Understanding

**Use our model agreement to enhance gender equality training and knowledge in your region.**

Or pick some elements to enhance in general your working relationship with public authorities or civil society organisations.

### The Gender EQuality Trainer Database

**Use the database to search for a gender equality trainer.**

Or sign up as a trainer in our European database and join our commitment to boost gender equality in Europe.

#### Dear reader!

Now it only remains to wish you success with your gender equality training.

We would be pleased to hear about your training experiences!

## Contact information

The partner organisations of the project GenderStrat4Equality are experts on training or lecturing on gender equality issues on European level. They are ready to share their knowledge with you.



### Contacts

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Erasmus+

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