

T TYPOLOGY ON TRAINING FOR GENDER EQUALITY



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UN WOMEN TRAINING CENTRE

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EXECUTIVE SUMMARY

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

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

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

Types of Training for Gender Equality

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

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

- **Knowledge enhancement**, which provides more in-depth information and understanding on these issues and the power structures underlying inequalities;
- **Skills training**, which strengthens participants’ competences in this field by offering instruments, tools, techniques and strategies with which to apply their knowledge in practice;
- **Change in attitudes, behaviours**, and practices, which fosters lasting positive changes in the way participants think and act, as well as their long-term habits; and
- **Mobilisation for social transformation**, which stimulates participants’ capacity to collaboratively put their knowledge, motivation and skills into practice, in order to change their work, communities and daily lives into more gender equitable spaces.

The training Cycle

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

The Training Cycle

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

¹ UN Women Training Centre (n.d.) “Glossary”.

- **Analysis:** assessing the feasibility of the training and identifying the intended learning objectives;
- **Planning:** recruiting participants and facilitators, organising logistics and setting budgets, and conceptualize technical/substantive aspects of training;
- **Design:** constructing the training's outline, including the methodological approach, modality, timeframe, monitoring and evaluation strategies, and adaptations to different contexts/cultures;
- **Development:** developing the training content and the methods and tools to be used in response to the learning objectives;
- **Implementation:** running the training and addressing resistances; and
- **Evaluation:** monitoring, evaluating and following-up on the training.

Modalities

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

Methodologies

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

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

Methods and Tools

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

Audiences and Facilitators

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

Timeframes and Budgets

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

INTRODUCTION

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

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reviews from a training perspective, and reports of the Expert Group Meeting on Training for Gender Equality. It should be noted that this typology is a **working paper** that will be further strengthened through additional practices and learning going forward.

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

预览已结束，完整报告链接和二

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