

COMPENDIUM OF GOOD PRACTICES IN TRAINING FOR GENDER EQUALITY



APRIL 2016
UN WOMEN TRAINING CENTRE

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EXECUTIVE SUMMARY

This Compendium of Good Practices in Training for Gender Equality brings together diverse practices from several world regions. It offers in-depth information on ten different good practices, including detailed outlines of training courses; examples of dealing with challenges that arise in training for gender equality; and a collection of tools and activities for use in such training initiatives. The objective is to make both an empirical and analytical contribution to the field, with the overall aim of maximising the transformative potential of training for gender equality.

The Introduction provides an analytical review of the research process and findings. It begins by setting out feminist and participatory methodology adopted and reflecting critically on this process. Next, the chapter highlights the ways in which training has contributed to gender equality in the ten featured experiences. Examples are provided of how training has contributed to change at the individual/personal and institutional/societal levels. The aim here is to show how the practices included in the Compendium provide evidence of the concrete ways in which training can contribute to gender equality.

Following this, two sets of analytical reflections are developed based on a synthesis of the material: on the politics and on the practice of training for gender equality. In terms of the politics of training for gender equality, four key themes are highlighted: the diverse nature of training for gender equality; the importance of theory of gender/theory of change adopted; training's embeddedness in long term change projects; and struggles over budgets. In terms of practice, empirical evidence is provided on six main aspects of training for gender equality: participatory planning and learning; balancing theory and practice; contextual sensitivity; facilitator characteristics; modes/modalities of learning; and monitoring and evaluation.

The Introductory chapter closes by reflecting on the lessons learned during the process of developing the Compendium. It also sets out some key questions for further developing work on good practices in training for gender equality. These relate to the four main sections of this introductory chapter: research process and methodology; how training contributes to gender

equality; the politics of training for gender equality; and the practice of training for gender equality.

On research processes and methodology:

What more can be done to support organisations from the Global South and grassroots women's organisations to share their practices and reflect on their experiences concerning training for gender equality?

How can this process be further developed along the lines of participatory feminist research methodologies?

On the ways in which training contributes to gender equality:

- What tools and processes can be developed for systematically documenting the contributions of training?
- How might these findings be systematised in order to develop an evidence-based foundation for the impact of training?

On the politics of training for gender equality:

- How can theories of change for training for gender equality be developed further, and how can these be embedded into all aspects of the training cycle?
- How do different kinds of feminist politics and feminist theories contribute to the objectives, process and outcomes of training?
- In what ways does the transformative potential of training for gender equality relate to the broader change projects in which training is embedded?

On the practice of training for gender equality:

- How can feminist pedagogical principles be applied in all stages of the training cycle?
- How can training processes engage more explicitly with intersectionality?
- What is the relationship between online learning, feminist pedagogies and transformative politics?
- How can evaluation methodologies for training that are compatible with participatory, feminist methodologies be developed?

These questions represent a starting point for a reflection on what might constitute a definition of and/or criteria for good practice in training for gender equality. It is hoped that this will be a collective process involving stakeholders from all areas of the field – practitioners, researchers and commissioners.

Following the Introduction to the Compendium, the good practice case studies are outlined in detailed reports. These are presented in alphabetical order and are structured as follows: overview; political context and change project; pedagogical approach; gender equality results and outcomes; notable tools and methods; and challenges. In addition, the reports offer an outline of the curriculum of each training experience and highlight particularly notable tools and methods used. The overall aim of these reports is to offer a critical reflection on each practice in terms of its contribution to knowledge on training for gender equality.

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