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## **QUING**

Quality in Gender+ Equality Policies

Integrated Project

Priority 7 – Citizens and Governance in a knowledge based Society

7.1.2. Gender and Citizenship in a Multicultural Context

### **Deliverable No. 29: Report on gender training in all countries**

Authors: Ana Espirito Santo, Ana Fernández de Vega,  
Valentina Longo, Inês Nunes Fernandes, and Silvia López Rodríguez

With the supervision of: María Bustelo and Emanuela Lombardo

Authors of survey design, analysis, and report: Lut Mergaert and Alain Denis from Yellow Window Management Consultants

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Contributors:

From the Opera team: Susanne Baer, Lucy Nowottnick, Mieke Verloo, Lut Mergaert, Maria Bustelo, Emanuela Lombardo, Valentina Longo

|                       |   |
|-----------------------|---|
| <b>Austria</b>        | Karin Tertinegg<br>Birgit Sauer   |
| <b>Belgium</b>        | Saskia Martens<br>Petra Meier<br>Karen Celis                                      |
| <b>Bulgaria</b>       | Elena Stoykova<br>Andrea Krizsan  |
| <b>Croatia</b>        | Jasminka Dedić<br>Marja Kuzmanić  |
| <b>Cyprus</b>         | Zelia Gregoriou   |
| <b>Czech Republic</b> | Ingrid Röder  |
| <b>Denmark</b>        | Maria Carbin  |
| <b>Estonia</b>        | Martin Jaigma   |
| <b>European Union</b> | Ana Fernández de Vega<br>Ana Espirito Santo<br>Emanuela Lombardo<br>Maria Reglero |
| <b>Finland</b>        | Hannele Harjunen  |
| <b>France</b>         | Julie Jarty<br>Nicky Le Feuvre<br>Soline Blanchard                                |
| <b>Germany</b>        | Doris Urbanek<br>Birgit Sauer<br>Lucy Nowottnick                                  |
| <b>Greece</b>         | Maro Pantelidou Maloutas Manina<br>Kakepaki                                       |
| <b>Hungary</b>        | Melinda Szabó   |
| <b>Ireland</b>        | Sylvia Walby  |
| <b>Italy</b>          | Valentina Longo<br>Maria Sangiuliano<br>Emanuela Lombardo                         |

|                        |  |
|------------------------|--|
| <b>Lithuania</b>       | Vilana Pilinkaite-Sotirovic  |
| <b>Luxemburg</b>       | Saskia Martens   |
| <b>Malta</b>           | Sophie Lauwers   |
| <b>The Netherlands</b> | Sophie Lauwers   |
| <b>Poland</b>          | Magdalena Dabrowska  |
| <b>Portugal</b>        | Ana Espírito Santo<br>Ana Prata  |
| <b>Romania</b>         | Raluca Maria Popa  |
| <b>Slovakia</b>        | Stanislava Repar   |
| <b>Slovenia</b>        | Roman Kuhar  |
| <b>Spain</b>           | Inês Nunes Fernández<br>Silvia López<br>Raquel Platero<br>Maria Reglero  |
| <b>Sweden</b>          | Malin Rönnblom<br>Elin Kvist   |
| <b>Turkey</b>          | Feride Acar<br>Asuman Göksel<br>Gülbanu Altunok<br>Saniye Dedeoğlu<br>Elif Gözdaşoğlu-Küçükalioglu<br>Aydın Albayrak |
| <b>UK</b>              | Jo Armstrong<br>Sofia Strid  |

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<sup>1</sup> Annex 1 and Annex 2 can be found in a separate document.

<sup>2</sup> Annex 3 is a pdf and Annex 4 is the same file in a different document in the form of an Excel table.

## 1. Introduction

Opera is the QUING activity that allows the transference of the previous generated knowledge into the field through the use of training, one of the most rapidly expanding methods of gender mainstreaming. Until the present time, there is no public material or curricula of such training, and there is a general lack of discussion and ideas exchange that allows further development, improvement and quality assessment. Through the effort of all the researchers involved in the QUING project, the results of OPERA aims at creating standards for gender expertise, giving special attention to the intersection of gender with other inequalities, and including a role for the participation of civil society.

This report presents the information gathered about gender training in all the cases and its main results. The report is structured as follows: first, there is a summary of the results in all the countries (29 cases) as well as the European Union concerning the four aspects of gender training studied by OPERA, namely commissioners, trainers, targets and best examples of gender training. These four aspects of gender training will be presented with tables that systematise all the information provided from all the cases, and respective comments. In the second part of the report you can find the main results of the survey addressed to the public bodies that commission gender training to their staff in each of the QUING countries and in the EU through a questionnaire that was available in five languages through the QUING web site. Analysis and conclusions about the survey can be found in this second part, which was carried out by the Yellow Window partner coordinated by Lut Mergaert. Finally, in the last part of the report you can find some general concluding remarks that emphasize the main results of gender training in all the analyzed countries, the connection between different aspects of the presented results, and an overview of the report. As annexes you will find: an overview of gender training by country (Annex 1), which consists in the raw data that QUING researchers provided us with detailed information on commissioners, targets, trainers, curricula and manuals of gender training in each of the QUING case studies; the text of the questionnaire sent to the commissioners (Annex 2), prepared by Lut Mergaert and YW, with the contribution of Maria Bustelo and Susanne Baer; the list of the received questionnaires (Annex 3), and the results from the survey (Annex 4).

In order to understand better the issues covered in the report, we consider important to proceed to some previous explanations of the main aspects of Opera methodology. By “**gender training**”, we understand the training planned, organized or/and commissioned by public institutions and targeted at politicians, civil servants and public administrators. As referred at the general guidelines, the focus is “Gender training”<sup>3</sup> as part of *equality policy making competence processes*. This refers to official training on gender equality policies commissioned by public bodies targeted at politicians, civil servants and other professionals working within public administrations, or regularly for and with them.

Looking at the aspects of gender training mentioned above, we will explain in a more detailed way who are the commissioners, trainers, targets and we will include some best examples collected in each of the 30 case studies.

The **commissioners** are the gender training agencies, which might be government equality machinery or other public policy actors (federal or state administration, administrative training or human resource development units, institutes/departments for public administration training, etc.). The researchers were asked to identify people, or units, responsible for gender equality policy trainings, and make a list with their e-mail contact so that the questionnaire would be sent to them later on (we will explain later what this questionnaire allowed us to assess). Since in some countries commissioners- as they are described here (equality bodies or other public actors) - were difficult to find, some other actors that commissioned this type of training emerged: political parties; lobby groups, NGOs (if the training was directed at policy process and endorsed by policy maker); public bodies, e.g. universities, advisory boards, (if such trainings were directed at policy experts).

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<sup>3</sup> From the definition of mainstreaming by the Group of Specialists of the Council of Europe. 1998: The main aim of this kind of training should be to facilitate the incorporation of "a gender equality perspective in all policies and at all levels and at all stages of the policy-making process".

Concerning **trainers** (see database D26) we used the following categories: administrators (equality machinery/other); international actors (EU/other); academics (gender studies/other); NGOs (feminist/other); or private sector actors (consultants/other, feminist/other). Most of the cases provided information on the type of group to which gender trainers could belong, though some of them could be included in more than one category.

Regarding the **targets** of gender training, we wished to know what professional position they held (administrators, government officials active in policy making, MPs, politicians, other professionals within public administration, NGOs or social partners); which was their position in the organization hierarchy and what was their policy field (human resources/implementation of equality policy/other, experts advising in policy processes, mixed); and some personal characteristics (like sex and background). Not all the information was easy to obtain in many cases, but we will explain it further in each specific section.

Finally, on the matter of **best examples**, since our main goal is to set minimum curricula standards on gender training, QUING researchers were asked to choose one or two best examples of gender training in their country. In this part they had to provide information on format (face to face/online, number of participants, access compulsory/voluntary, encouraged/at free will, one-time/regular/series, number of hours of sessions); content (including material if possible); methodology (presentation/practical exercises/plenary discussion, mock exercise/trial of a policy task, case studies from participants, personality tasks) and monitoring (systematic evaluation/no evaluation, follow up/no follow up, internal/external). The data provided in this last topic was very different all over the countries depending on the availability of the material, but we will discuss it in the first part of the report.

The second part of the report, where the main results of the analysis of the received questionnaires are presented, was prepared by Lut Mergaert's team from Yellow Window. This questionnaire was sent to the public bodies in each of the QUING countries and European Union that commission 'gender training' for their staff. The purpose of this survey was not only to find out in which countries such trainings take place and which bodies organized these trainings, but also to learn from the officials in charge of organizing gender trainings about their experiences, what they consider as good practices, or how curricula should be ideally framed. Some good training criteria could be drawn thanks to this exercise.

The Spanish team from UCM, the one responsible for elaborating and organizing this report, would like to thank all the researchers involved in this process for their effort and achievements in gathering information about gender training in their countries. Without them this work would have never been possible. Although gender training is not a novel practice in Europe, not so much research has been done on the issue. For this reason, we had the impression that information was not so easy to find and to manage in spite of its interest. In many analysed countries gender training is still occasional and not systematic. In some countries the information concerning a specific topic was not available at the time we finalised the report. Nevertheless, we would like to emphasize that this report is a work in progress and a starting point to get an overview of gender training in Europe, so a lot of work is yet to be done.

## 2. Summaries of the results of gender training in all countries

### 2.1. Introduction to the tables summarizing data on gender training

In this part of the report we present a summary of the results in all the countries (29 cases) as well as the European Union, concerning the four aspects of gender training studied by OPERA, namely commissioners, targets, trainers and best examples of gender training. Findings on these four aspects of gender training are presented in brief introductions and tables that systematise the information provided for all cases. Generally speaking, not all the information was easy to obtain and the data provided were very different in many cases (in each section we will briefly explain the main difficulties encountered).

As the **commissioners** are the agencies that provide gender training to public administration bodies or personnel, they might be governmental equality machinery, other public policy actors (federal or state administration, administrative training or human resource development units, institutes/departments for public administration training, etc.) or some other organizations (like political parties; lobby groups, NGOs, etc.). Thus the format which we present the results is the division of the table into two different parts: "Type of Institutions A" (which includes Legislative, Executive and Judicial bodies as well as Research or Training Institutes and Political Parties, and also social partners and civil society organizations in general); and "Type of institutions B" (that aims at gathering those gender training bodies that explicitly refer to governmental equality machinery).

Regarding **targets** of gender training, we wished to know what professional and hierarchical position they held, as well as what their policy field was. We tried to highlight the cases in which exclusively women were the targets of the training, even if such information is not always available. The table presented in this part illustrates the targets of gender training identified within the different countries and the European Union. This table is divided into six parts that allow us to understand who the different types of targets in each country are: MPs; Politicians; Administrators/Civil Servants; Specific Targets within a Public Institution; NGOs/ Social Partners.

Concerning **trainers** the following categories have been used in the table: administrators; international actors; academics; NGOs members and organizations; or private sector actors. The total number of trainers, divided by country, derives from the *Database on relevant gender training experts* (D26). Information cannot be statistically representative but it is an attempt to get a preliminary overview of existing training expertise in the different European contexts.

Finally, on the matter of **best examples**, since our main goal is to set minimum curricula standards on gender training, QUING researchers were asked to choose one or two best examples of gender training in their country. In this part they had to provide information on format; content; methodology and monitoring of the chosen example. The table concerning best examples is structured as follows: after the name of the country, we inserted the title of the training, who commissioned it, the target, the format, the content, the methodology used and if any kind of monitoring has taken place. The comments presented concentrate mainly on format, content, methodology and monitoring of gender training, because other elements of the table, such as commissioners and targets, have already been analyzed in the previous sections.

## 2.2. Table of Commissioners

### **Results on commissioners of gender training by country**

This table is divided in two essential parts. At first, the one called “Type of Institutions A” which is as well divided in seven categories that do not specially refer to gender bodies but all belong to, or are linked to, the Public Sector. These categories refer to public bodies from the **Legislative, Executive or Judicial** branches of the state, at the same time as **Research or Training Institutes** and **Political Parties**. On the other hand, two more categories within “Type of Institutions A” refer to social partners and civil society in general; those are **Trade Unions** and **Other General**. It is worth noting that the category ‘Other General’ is composed of different types of institutions (NGOs, private sector entities, international actors such United Nations bodies and so on) which provide gender training to the public administration bodies or personnel. We have made a different category for these organizations because they do not come from Public Institutions as such (as it is mentioned in the Opera guidelines) but are strongly connected to them. This is the case of many NGOs and some other private organizations. All of the categories within ‘Type of Institutions A’ are aimed to summarize the different public policy bodies that commission or provide, as in the case of those under ‘Other General’, gender training to the public policy actors.

At last, the part under the name of “Type of institutions B” is aimed to gather those gender training bodies that explicitly refer to some kind of equality machinery. Regarding the comparison among the different institutions that provide gender training in the country cases we have distinguished between **Equality Bodies** (Type of Institutions B) and General **Training Institutions** (Type of Institutions A) to differentiate between gender training that is commissioned by specific equality bodies and gender training that is commissioned by general public administration training bodies. Thus we can realize the implication of general training institutions in gender mainstreaming.

As it is noting in the table, we have used *italics* and normal writing in the information given. With this distinction we want to distinguish the state or governmental level of the different bodies. When the institutions are regional or local, we have used *italics*. When institutions are national, we have used normal writing.

Looking at the information gathered in “**Institutions Type A**”, a first trend that can be identified is that commissioners do not usually come from legislative bodies. Just three countries have commissioners from these institutions, namely, Austria, Germany and Romania. The latter has commissioners both in the Chamber of Deputies and in the Senate. It is interesting to realize that the institutions which are in charge of discussing and preparing laws at the national level do not have established, in general, any formal body or unit for addressing gender training. Most of the times, these bodies are framed in the scope of executive institutions.

Concerning commissioners from judicial bodies the situation is pretty similar as it is in legislative bodies. In this case, just one country, Austria, has commissioners coming from both the Constitutional and the Administrative Court. We should highlight that gender training seems to be not very necessary for the official judicial bodies as they do not have commissioners within their structure.

Finally, regarding the three main State’s public policy bodies (legislative, judicial and executive), we find that the executive body is the actor in charge of providing gender training which more institutions offer. About half of the country cases count with executive policy actors as general training institutions. On the other hand, many countries, as well as the EU, do not have commissioners from executive bodies as such. Nevertheless, sometimes they do have special equality machinery which works as executive actor, e.g. Equal Opportunities Department inside the Ministry of Labour and Social Policy of Bulgaria. Inside the executive bodies we can find Ministries, regional governments and departments or gender units inside these governments. Countries like Austria, Bulgaria, France, Germany, Greece and The Netherlands have Gender Units within their Ministries (that can be from diverse areas: from Social Affairs to Defence). This data brings to our attention an interesting fact: there is a tendency that shows how gender mainstreaming passes in many times directly from the European Union to the National level only through the Executive Power without passing through Legislative Bodies.

Regarding General Research and Training Institutes, we can observe that some of the analyzed countries provide gender training from these institutions. Countries like Portugal (4), Hungary (3), Austria, Italy, Spain and UK (2) have more than one commissioner from public training bodies. To some extent, those institutions complement specific equality bodies in providing gender training to public administration personnel as in all the countries but one (UK) general training institutes or units inside them just exist in those cases where Equality bodies are formally established. The fact that Institutes or Departments that are in charge of training Public Administrations do not normally commission gender training to their public administrators seems to reveal a 'vicious circle' that is one of the main challenges of gender mainstreaming: gender mainstreaming expects that the same public administrators who are not gender experts should be the commissioners of gender training for the rest of public administrators!

Concerning Trade Unions and Political Parties we can realize that they are not very implicated as commissioners in gender training in the different European countries. From our data in the State of the Art reports, Latvia and UK are the only ones that have trade unions as public gender training provider. On the other hand, only Austria has a political party, more specifically the Green party, as a commissioner. However, this tendency for both trade unions and political parties of not being implicated as main actors in the process of providing gender training must be further analysed, as we have found through the questionnaire some other traces of implication from these two type of actors in other countries.

The "other" category, mentioned above, is composed of different gender training providers to public personnel that don't belong to public institutions. Within this category, the one that is the most identified among all the countries are Women's Organisations. Also, professional organizations as well as private research and training institutions are very important between these providers. We can emphasize how women's organizations still play a remarkable role in gender equality policies. Particularly, Slovakia, UK and Portugal count with several providers within this category.

At last, regarding "**Institutions type B**", findings show that most of the countries (all but UK) have institutional equality bodies as gender training providers. As stated above, some of them are specific Ministries. This is the case of the Danish Ministry for Gender Equality, the Italian Ministry for Equal Opportunities as well as the Luxembourgian one. The other bodies within this category, as units or offices, do belong to other public bodies at the national level as well as the regional one. There is a general trend among the countries in offering gender training from different independent bodies or dependent offices. This data might show the importance of maintaining specific gender equality institutions as providers of gender expertise and promoters of gender mainstreaming and training. Finally, just one case has specific gender training units within its structure, namely, the European Union both in the European Parliament and in the European Commission. Since it is the only case with specific gender training units, we have added it under equality bodies. As it was mentioned above, the rest of training units or institutes that provide gender training have been labelled under General Training Institutes.

| COUNTRIES | TYPE OF INSTITUTIONS A     |  |  |   |              |   |               | TYPE OF INST. B  |
|-----------|----------------------------|--|--|---|--------------|---|---------------|--|
|           | LEGISLATIVE BODY           | EXECUTIVE BODY   | JUDICIAL BODY  | RESEARCH OR TRAINING INSTITUTES   | TRADE UNIONS | POLITICAL PARTIES   | OTHER GENERAL | EQUALITY BODY  |
| AUSTRIA   | -Parliament<br>Admin. Unit | <ul style="list-style-type: none"> <li>- Federal Chancellery</li> <li>- Min. Just.</li> <li>- Min. Health, Family, Youth</li> <li>- Min. Science &amp; Research.</li> <li>- Min. Educ., Art &amp; Cult.</li> <li>- Min. Agric., Envir. &amp; Water</li> <li>- Min. Soc. Aff. &amp; Consomer Protection</li> <li>- Min. Eur. &amp; Int. Aff.</li> <li>- Min. Interior</li> <li>- Min. Defence</li> <li>- Min. Econ. &amp; Labour</li> <li>- Min. Transp., Innov. &amp; Tech.</li> <li>- Min. Finance</li> <li>- Dept. coordi-nation of pol. &amp; econ. (Tyrolean Reg. Gov.)</li> </ul> | <ul style="list-style-type: none"> <li>- Const. Court</li> <li>- Admin. Court</li> </ul> | <ul style="list-style-type: none"> <li>- Federal Academy for Public Admin.</li> <li>- Acad. Pub. Admin. of Vienn</li> </ul> |              | <ul style="list-style-type: none"> <li>- Green Party</li> </ul> |               | <ul style="list-style-type: none"> <li>- Women's office (Reg. Gov. of Carinthian)</li> <li>- Women's Dept. (Vorarlberg Reg. Gov.)</li> </ul> |

| COUNTRIES | TYPE OF INSTITUTIONS A |  |               |  |              |                   | TYPE OF INST. B |  |
|-----------|------------------------|--|---------------|--|--------------|-------------------|-----------------|--|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY   | JUDICIAL BODY | RESEARCH OR TRAINING INSTITUTES  | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL   | EQUALITY BODY  |
| BELGIUM   |                        | <ul style="list-style-type: none"> <li>- Min. Labour</li> <li>- Fed. Gov.</li> <li>- Gov. Walloon Reg.</li> <li>- Gov. Flemish Community.</li> <li>- Flemish Gov. Emancipation.</li> </ul>   |               |  |              |                   |                 | <ul style="list-style-type: none"> <li>- Flemish Gov. Equal Opp.</li> </ul>                          |
| BULGARIA  |                        | <ul style="list-style-type: none"> <li>- Directorate Pub. &amp; Int. Rel. (Min. Reg. Develop. &amp; Pub. Works)</li> <li>- Min. Justice</li> <li>- Min. Interior</li> <li>- Min. Health</li> <li>- Min. Educ. &amp; Science</li> <li>- Nat. Assoc. of Municipalities - Assoc. of Danube River Municipalities.</li> </ul> |               | <ul style="list-style-type: none"> <li>- Inst. Pub. Admin. &amp; European Integration</li> </ul> |              |                   |                 | <ul style="list-style-type: none"> <li>- Equal Opp. Dept. (Min. Labour &amp; Soc. Policy)</li> </ul> |

| COUNTRIES      | TYPE OF INSTITUTIONS A |  |               |   |              |                   |   | TYPE OF INST. B   |
|----------------|------------------------|--|---------------|---|--------------|-------------------|---|---|
|                | LEGISLATIVE BODY       | EXECUTIVE BODY   | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTI-TUTES             | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL   | EQUALITY BODY   |
| CROATIA        |                        |  |               | - Centre Educ.,<br>Counselling &<br>Research. |              |                   | -Entre-<br>preneurship<br>Centre 'Rosa'<br><br>- Trainers'<br>Forum<br>(TREF <sup>4</sup> ) | - Off. for Gender Eq. (Gov. of the Republic)<br>- Centre for Women's Studies                            |
| CZECH REPUBLIC |                        | - Off. of the Gov.<br>- <i>Off. of the Mayor, Prague</i><br>- Dept. of<br>Regulatory<br>Reform & Pub.<br>Admin. Quality<br>(Min. Interior) |               |   |              |                   | - Fiedrich<br>Ebert Stiftung  | - Unit for Eq. for W &M (Dept. Eur. Integ. &<br>Int. Rel. /Unit Gender Eq., Min. Labour &<br>Soc. Aff.) |

<sup>4</sup> TREF: Trainers' Forum, Association of Trainers/Consultants for Non-Profit Sector in Croatia.

| COUNTRIES | TYPE OF INSTITUTIONS A |   |               |                                  |              |                   |               | TYPE OF INST. B  |
|-----------|------------------------|---|---------------|----------------------------------|--------------|-------------------|---------------|--|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY  | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL | EQUALITY BODY  |
| DENMARK   |                        | -Dept. Employment<br>- Municipality of Copenhagen<br>- Municipality of Aarhus |               |                                  |              |                   |               | - Min. Gender Equality   |
| EU        |                        |   |               |                                  |              |                   |               | - Unit 4 Eq. Opp. & Non-discrim. (E. Comm. DG Admin/Directorate B, Staff Regulations)<br>- Unit G/1 Eq. W & M (E. Comm. DG Employment Soc. Aff. & Eq. Opp.).<br>- Unit G/2 Eq. Antidiscrim. & legal questions (E. Comm. DG Employment Soc. Aff. & Eq. Opp.).<br>- EP Eq. Opp. Unit<br>- Training Unit (E. Comm. DG Adm. A/3)<br>- EP Professional Training Unit. |

| COUNTRIES | TYPE OF INSTITUTIONS A |   |               |  |              |                   |               | TYPE OF INST. B   |
|-----------|------------------------|---|---------------|--|--------------|-------------------|---------------|---|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY  | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES                           | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL | EQUALITY BODY   |
| FINLAND   |                        |   |               |  |              |                   |               | - Eq. Unit (Min. Soc. Aff. & Health)  |
| FRANCE    |                        | <ul style="list-style-type: none"> <li>- Min. Interior:</li> <li>- State Secretariat for Overseas Affairs (Min. Interior)</li> <li>-Min. Soc. Affairs, Work &amp; Solidarity:</li> <li>1. DGAS<sup>5</sup></li> <li>2. DIV<sup>6</sup></li> <li>3. DARES<sup>7</sup></li> <li>4. DIES<sup>8</sup></li> <li>- Min. Just.</li> <li>- Min. Foreign &amp; Eur. Affairs</li> <li>- Min. Def.</li> <li>- Min. National</li> </ul> |               | - Mission for the place of women at the CNRS <sup>12</sup> |              |                   |               | <ul style="list-style-type: none"> <li>- Haute Autorité de Lutte contre les Discriminations et pour l'Égalité (HALDE)</li> <li>- Service du droit des femmes at d'égalité : <ul style="list-style-type: none"> <li>1. National</li> <li>2. Regional (22)</li> </ul> </li> </ul> |

<sup>5</sup> DGAS: General Direction of Social Affair, France.

<sup>6</sup> DIV: Inter Ministerial Delegation to the City, France.

<sup>7</sup> DARES: Direction for the Animation of Research, Studies and Statistics, France.

<sup>8</sup> DIES: Inter Ministerial Delegation for Social Innovation and Social Economy, France.

<sup>9</sup> DIF: Inter ministerial delegation for family, France.

<sup>10</sup> DGS: Directorate-General of Health, France.

<sup>11</sup> MILDT: Inter ministerial mission for the fighting against of drugs and toxicomania, France.

<sup>12</sup> CNRS: National Centre of Scientific Research, France.

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  |  | <p>Educ.<br/> - <i>Rectorates</i><br/> (Min. National Educ.) <i>with Gender Training: 7 regions</i><br/> - Min. for the Higher Educ. &amp; Research<br/> - Min. Econ., Finance &amp; Employment:</p> <p>1. State Sec. Tourism<br/> 2. State Sec. Enterprises &amp; Ext. Comm.<br/> - Min. Ecology &amp; Sustainable Develop.<br/> - Min. Health, Youth &amp; Sports :</p> <p>1. DIF<sup>9</sup><br/> 2. DGS<sup>10</sup></p> <p>3. Direct. for Soc. Secur.<br/> 4. MILDT<sup>11</sup></p> <p>5. State Sec. for Youth &amp; Sports<br/> - Min. Budget, Pub. Accounts and pub. office:<br/> - Min. Agric. &amp; Fisheries<br/> - Min. Cult. &amp; Communic.</p> |  |  |  |  |  |
|--|--|---|--|--|--|--|--|

| COUNTRIES | TYPE OF INSTITUTIONS A   |  |               |                                  |              |                   |               | TYPE OF INST. B   |
|-----------|--------------------------|--|---------------|----------------------------------|--------------|-------------------|---------------|---|
|           | LEGISLATIVE BODY         | EXECUTIVE BODY   | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL | EQUALITY BODY   |
| GERMANY   | - Parliament (Bundestag) | <ul style="list-style-type: none"> <li>- BMFSFJ<sup>13</sup></li> <li>- BMBF<sup>14</sup></li> <li>- BMF<sup>15</sup></li> <li>- BMJ<sup>16</sup></li> <li>- BMI<sup>17</sup></li> <li>- BMAS<sup>18</sup></li> <li>- AA<sup>19</sup></li> <li>- BMWi<sup>20</sup></li> <li>- BMELV<sup>21</sup></li> <li>- BMVg<sup>22</sup></li> <li>- BMG<sup>23</sup></li> <li>- BMVBS<sup>24</sup></li> <li>- BMU<sup>25</sup></li> <li>- BMZ<sup>26</sup></li> </ul> |               |                                  |              |                   |               | - Unit 402 Gender Mainstrm.(Min. Fam., Senior Citizens, W. & Youth) |

<sup>13</sup> BMFSFJ: Federal Ministry of Families, Senior Citizens, Women and Youth, Germany.

<sup>14</sup> BMBF: Federal Ministry for Education and Research, Germany.

<sup>15</sup> BMF: Federal Ministry of Finance, Germany

<sup>16</sup> BMJ: Federal Ministry of Justice, Germany.

<sup>17</sup> BMI: Federal Ministry of the Interior, Germany

<sup>18</sup> BMAS: Federal Ministry for Employment and Social Affairs, Germany.

<sup>19</sup> AA: Federal Foreign Office, Germany.

<sup>20</sup> BMWi: Federal Ministry of Economy and Technology, Germany.

<sup>21</sup> BMELV: Federal Ministry for Nutrition, Agriculture and Consumer Protection, Germany.

<sup>22</sup> BMVg: Federal Ministry of Defence, Germany.

<sup>23</sup> BMG: Federal Ministry for Health, Germany.

<sup>24</sup> BMVBS: Federal Ministry of Transport, Building and Urban Affairs, Germany.

<sup>25</sup> BMU: Federal Ministry of Environment, nature Conservation and Nuclear Safety, Germany.

|        |  |   |  |                             |  |  |   |   |
|--------|--|---|--|-----------------------------|--|--|---|---|
| GREECE |  | <ul style="list-style-type: none"> <li>- Min. Empl. &amp; Soc. Protection</li> <li>- Min. Just.</li> <li>- Min. Pub. Order</li> <li>- Min. Interior, Pub. Admin. &amp; Decentrali-zation</li> <li>- Min. Health &amp; Welfare</li> <li>- Min. Ext.</li> </ul> |  | - INEP / EKDD <sup>27</sup> |  |  | - Research Centre for Gender Eq. (KETHI). | <ul style="list-style-type: none"> <li>- Gral. Secretariat for Gender Equality</li> <li>- <i>Municip. of Athens Shelter for Abused Women</i></li> </ul> |
|--------|--|---|--|-----------------------------|--|--|---|---|

<sup>26</sup> BMZ: Federal Ministry for Economic Cooperation and Development, Germany.

<sup>27</sup> INEP / EKDD: Training Institute of the National Centre of Public Administration, Greece.

| COUNTRIES | TYPE OF INSTITUTIONS A |   |               |   |              |                   |               | TYPE OF INST. B   |
|-----------|------------------------|---|---------------|---|--------------|-------------------|---------------|---|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY  | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES  | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL | EQUALITY BODY   |
| HUNGARY   |                        | <ul style="list-style-type: none"> <li>- Dept. Policies Def. (Min. Def.)</li> <li>- Min. Cult. &amp; Educ.</li> </ul> |               | <ul style="list-style-type: none"> <li>- Dept. Adult &amp; Vocational Training (Min. Soc. Aff. &amp; Labour)</li> <li>- Inst. for Pub. Admin.</li> <li>- Nat. Empl. Foundation</li> </ul> |              |                   |               | <ul style="list-style-type: none"> <li>- Dept. Eq. Opp. between W &amp; M (Min. Soc. Aff. &amp; Labour)</li> <li>- Metropol. Eq. Opp. Method. &amp; Program Off.</li> </ul> |

| COUNTRIES | TYPE OF INSTITUTIONS A |  |               |   |              |                   |               | TYPE OF INST. B  |
|-----------|------------------------|--|---------------|---|--------------|-------------------|---------------|--|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY   | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES  | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL | EQUALITY BODY  |
| IRELAND   |                        |  |               |   |              |                   |               | <ul style="list-style-type: none"> <li>- Gender Eq. Unit (Dept, Just., Eq. &amp; law Reform)</li> <li>- Eq. Unit (Dept. of Finance)</li> <li>- Equality Authority<sup>28</sup> (2007)</li> </ul> |
| ITALY     |                        | <ul style="list-style-type: none"> <li>- Nat. Dept. Pub. Admin.</li> </ul> |               | <ul style="list-style-type: none"> <li>- Formez, Centre for Training &amp; Studies Dept. Pub. Admin.</li> <li>- ISFOL<sup>29</sup> (Gender Eq. Unit)</li> </ul> |              |                   |               | <ul style="list-style-type: none"> <li>- Nat. Comt. for Eq. (Min. Labour)</li> <li>- Min. Eq. Opp.</li> <li>- Nat. Counsellor Gender Eq.</li> </ul>  |

<sup>28</sup> The Equality Authority is the National Implementing Body for the European Year of Equal Opportunities for All in Ireland.

<sup>29</sup> ISFOL: Institute for the Development and professional training of workers, Italy.

| COUNTRIES | TYPE OF INSTITUTIONS A |                |               |  |                                   |                   |  | TYPE OF INST. B  |
|-----------|------------------------|----------------|---------------|--|-----------------------------------|-------------------|--|--|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES       | TRADE UNIONS                      | POLITICAL PARTIES | OTHER GENERAL  | EQUALITY BODY  |
| LATVIA    |                        |                |               |  | - Free Trade Union Confed. (LBAS) |                   | - Judicial Training Centre<br>- Resource Centre for Women 'Marta'<br>- Assoc. for Gender Eq. | - Gender Eq. Unit (Dept. Eur. & Legal Aff., Min. Welfare)                            |
| LITHUANIA |                        |                |               |  |                                   |                   |  | - Off. Ombudsperson for Eq. Opp.   |
| LUXEMBURG |                        |                |               |  |                                   |                   |  | - Min. Eq. Opp.  |
| MALTA     |                        |                |               | - Gender Unit (Empl. & Training Coop.) |                                   |                   |  | - Nat. Comm. on Promotion of Equality<br>- Former Dept. of W in Society (1999- 2003) |

| COUNTRIES       | TYPE OF INSTITUTIONS A |  |                |                                   |              |                     |   | TYPE OF INST. B  |
|-----------------|------------------------|--|----------------|-----------------------------------|--------------|---------------------|---|--|
|                 | LEGISLA-TIVE BODY      | EXECUTIVE BODY   | JUDI-CIAL BODY | RE-SEARCH OR TRAINING INSTI-TUTES | TRADE UNIONS | POLITI-CAL PARTIE S | OTHER GENERAL   | EQUALITY BODY  |
| THE NETHERLANDS |                        | <ul style="list-style-type: none"> <li>- Min. Econ.</li> <li>- Min. Interior</li> <li>- Min. Educ., Cult. &amp; Sci.</li> <li>- Min. Soc. Aff. &amp; Empl.</li> <li>- Min. Agric., nature &amp; Food Qual.</li> <li>- Min. Transp., Pub. Works &amp; Water</li> <li>- Min. Housing, Spatial Planning &amp; Envir.</li> <li>- Min. Health, Welfare &amp; Sport.</li> <li>- Min. Finance</li> <li>- Min. Just.</li> <li>- Min. Foreign Aff.</li> </ul> |                |                                   |              |                     | <ul style="list-style-type: none"> <li>- Gender trainings Royal Tropical Inst.</li> </ul> | <ul style="list-style-type: none"> <li>- Gender Taskforce (Min. Def.)</li> </ul> |

| COUNTRIES | TYPE OF INSTITUTIONS A |                |               |   |              |                   |  | TYPE OF INST. B   |
|-----------|------------------------|----------------|---------------|---|--------------|-------------------|--|---|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES  | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL  | EQUALITY BODY   |
| POLAND    |                        |                |               |   |              |                   |  | - Eq. Agency<br>- Plenipotentiary for W & children (Min. Labour and Soc. Policy)<br>- <i>Voyevoda's</i> <sup>30</sup> <i>Plenipotentiary for W and Family (7 Regions)</i> |
| PORTUGAL  |                        |                |               | - IEFP <sup>31</sup><br>- IQF <sup>32</sup><br>- INA <sup>33</sup><br>- CEF <sup>34</sup> |              |                   | - APAV <sup>35</sup><br>- UMAR <sup>36</sup><br>- AMCV <sup>37</sup><br>- APMJ <sup>38</sup> | - CITE <sup>39</sup><br>- CIG <sup>40</sup>   |

<sup>30</sup> Voyevoda is a head of local government.

<sup>31</sup> IEFP: Employment and Vocational Training Institute, Portugal.

<sup>32</sup> IQF: Institute for Innovation and Training, Portugal.

<sup>33</sup> INA: National Administration Institute, Portugal.

<sup>34</sup> CEF: Center for Studies and Training of the Bissaya-Barreto Foudation, Portugal.

<sup>35</sup> APV: Portuguese Association of Victims' Support, Portugal.

<sup>36</sup> UMAR: Union for Alternative and Proactive Women, Portugal.

<sup>37</sup> AMCV: Association of Women Against Violence, Portugal.

<sup>38</sup> APMJ: Portuguese Association of Women Lawyers, Portugal.

<sup>39</sup> CITE: Commission for Equality in Labour and Employment, Portugal.

<sup>40</sup> CIG: Commission for the Citizenship and Gender Equality, Portugal.

| COUNTRIES | TYPE OF INSTITUTIONS A  |   |               |                                  |              |                   |   | TYPE OF INST. B  |
|-----------|---|---|---------------|----------------------------------|--------------|-------------------|---|--|
|           | LEGISLATIVE BODY  | EXECUTIVE BODY  | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL   | EQUALITY BODY  |
| ROMANIA   | <ul style="list-style-type: none"> <li>- Comm. for EQ. Opp. between W &amp; M (Chamber of Deputies)</li> <li>- Comm. for EQ. Opp. between W &amp; M (Senate)</li> </ul> | <ul style="list-style-type: none"> <li>- Nat. Agency for the protection of the family (Min. Lab. Soc. Solidarity &amp; Fam.)</li> </ul> |               |                                  |              |                   | <ul style="list-style-type: none"> <li>- Nat. Assoc. of citizens' Counseling Bureaus</li> </ul> | <ul style="list-style-type: none"> <li>- Nat. Agency for Eq. Opp. Between W &amp; M</li> </ul> |

| COUNTRIES | TYPE OF INSTITUTIONS A |                |               |  |              |                   |   | TYPE OF INST. B     |
|-----------|------------------------|----------------|---------------|--|--------------|-------------------|---|---------------------|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES                                     | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL   | EQUALITY BODY       |
| SLOVAKIA  |                        |                |               | - Gender Studies Centre (Faculty of Philosophy, Comenius University) |              |                   | <ul style="list-style-type: none"> <li>- Civic Assoc. of Roman W 'Lucia'</li> <li>- Rural org. for Community activities (VOKA)</li> <li>- Zivena – Slovak Women's Assoc.</li> <li>- Women of Kysuce Region <ul style="list-style-type: none"> <li>- Let's do IT!</li> <li>- Alliance of Women of Slovakia</li> <li>- ASPEKT<sup>41</sup></li> <li>- EsFem</li> <li>- Fenestra</li> </ul> </li> <li>- Citizen and Democracy</li> <li>- Professional Women</li> <li>- Slovak Family Planing Assoc.</li> </ul> | - Gender Eq. Agency |

<sup>41</sup> ASPEKT: Feminist educational and publishing project, Slovakia.

| COUNTRIES | TYPE OF INSTITUTIONS A |  |                |   |              |                    |               | TYPE OF INST. B   |
|-----------|------------------------|--|----------------|---|--------------|--------------------|---------------|---|
|           | LEGISLA-TIVE BODY      | EXECUTIVE BODY   | JUDI-CIAL BODY | RE-SEARCH OR TRAINING INSTI-TUTES   | TRADE UNIONS | POLITI-CAL PARTIES | OTHER GENERAL | EQUALITY BODY   |
| SLOVENIA  |                        |  |                |   |              |                    | - Peace Inst. | - Off. for Eq. Opp.   |
| SPAIN     |                        | <ul style="list-style-type: none"> <li>- Main Directorate of Family and Soc. Matter, La Rioja.</li> <li>- Women, Family &amp; Childhood Service, La Rioja.</li> <li>- Edic., Youth &amp; Women's Council, Melilla</li> </ul> |                | <ul style="list-style-type: none"> <li>-INAP<sup>42</sup></li> <li>- Regional Inst. for Pub. Admin.:</li> </ul> |              |                    |               | <ul style="list-style-type: none"> <li>- Women's Inst.</li> <li>- Regional Women's Inst.: 15</li> <li>- Gral.Units for Gender Eq.: 3</li> </ul> |

<sup>42</sup> INAP: National Institute of Public Administration, Spain.

| COUNTRIES | TYPE OF INSTITUTIONS A |  |               |                                  |              |                   |                       | TYPE OF INST. B                            |
|-----------|------------------------|--|---------------|----------------------------------|--------------|-------------------|-----------------------|--|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY   | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES | TRADE UNIONS | POLITICAL PARTIES | OTHER GENERAL         | EQUALITY BODY                              |
| SWEDEN    |                        | - SALAR <sup>43</sup><br>- <i>Regional County Councils: 21</i> |               |                                  |              |                   | - JämStöd             | - Eq. Opp. Ombudsman (Min. for Gender Eq.) |
| TURKEY    |                        |  |               | - State Planning Org.            |              |                   | - UNHCR <sup>44</sup> | - KSGM <sup>45</sup>                       |

<sup>43</sup> SALAR: The Swedish Association of Local Authorities and Regions, Sweden.

<sup>44</sup> UNHCR: United Nations High Commissioner for Refugees, Turkey.

<sup>45</sup> KSGM: General Directorate for Women's Status, Turkey.

| COUNTRIES | TYPE OF INSTITUTIONS A |                |               |   |   |                   |  | TYPE OF INST. B |
|-----------|------------------------|----------------|---------------|---|---|-------------------|--|-----------------|
|           | LEGISLATIVE BODY       | EXECUTIVE BODY | JUDICIAL BODY | RE-SEARCH OR TRAINING INSTITUTES  | TRADE UNIONS  | POLITICAL PARTIES | OTHER GENERAL  | EQUALITY BODY   |
| UK        |                        |                |               | <ul style="list-style-type: none"> <li>- Child &amp; W Abuse Studies Unit (London Metropolitan Univ.)</li> <li>- Violence against W research group</li> </ul> | <ul style="list-style-type: none"> <li>- Trade Union Congress-</li> <li>- Unison</li> </ul> |                   | <ul style="list-style-type: none"> <li>- Eq. Opp. Commission</li> <li>- Refugee Women's Resource Project <ul style="list-style-type: none"> <li>- Rights of W</li> <li>- Stonwall</li> </ul> </li> <li>- Women's Budget Group</li> <li>- ACAS<sup>46</sup></li> <li>- Women's Resource centre</li> <li>- Angel Productions <ul style="list-style-type: none"> <li>- COPE<sup>47</sup></li> <li>- PDP<sup>48</sup></li> </ul> </li> </ul> |                 |

**Cyprus:** Information not available in the moment we did the report.

**Estonia:** Formal official gender training by public bodies that targets public officials is not regularly organized.

<sup>46</sup> ACAS: Advisory, Conciliation and Arbitration Service, UK

<sup>47</sup> COPE: Creating Opportunity Promoting Equality, UK

<sup>48</sup> PDP: People, Diversity, Performance, UK.

### 2.3. Table of Targets

#### **Results on Targets in all countries**

The following table illustrates the targets of gender training identified among the different countries. This table is divided in six parts that allow us to understand who the different types of targets in each country are: MPs; Politicians; Administrators/Civil Servants; Specific Targets within a Public Institution; NGOs/ Social Partners.

Since in some countries there was considerable information on specific targets within the public institutions that weren't considered administrators or civil servants (for instance, actors of the school system, medical and social workers, police(wo)men, magistrates judges,...) and also information concerning NGOs and Social Partners, we decided to specify this two targets in two different categories. This way, it is easier to see how many countries consider important to target gender training at NGOs, and other specific targets within public institutions.

As in the table of commissioners, we have used *italics* and normal writing in the information given. When the targets are regional or local personnel, we have used *italics*. When they are national, we have used normal writing.

From the information systematised in this table, a general trend is clear: in all of the countries gender training is targeted mainly at public administrators and civil servants.

The staffs of the federal governmental bodies, ministries and public administration, and civil servants in general are normally considered the main targets of these organised trainings. More specifically, in some countries people working in leading positions, high executives and potential leaders are referred as main targets of gender training for its importance in policy making like in Austria, Bulgaria, European Union, Germany and Hungary.

Moreover, in some countries local and regional administration representatives and local civil servants are targeted at this type of training. Countries like Austria, Belgium, Bulgaria, Germany, Hungary, Italy, Latvia and Poland highlight gender training at local and regional level. Hungary, for instance, identifies as main targets local governments and local civil servants; and Lithuania refers an interesting aspect that doesn't follow the trend of most of the countries (which is targeting this type of training at civil servants and administrators at all levels, and in many cases at leading personnel): in this country the main targets of gender training are middle range female civil servants, who rarely have the power on the process of decision making.

Another interesting aspect regarding whom the gender training is targeted at is about MPs and politicians. Except for Austria and Germany, neither MPs nor politicians are a priority target of gender training in most of the countries. In fact, these two countries are the only ones targeting this type of training at MPs (and in both countries most of the targeted MPs belong to the Green Party). Nevertheless, Belgium, Bulgaria, Estonia, EU and Sweden also target gender training at politicians, though in some cases only at female politicians: Austria, Belgium and Estonia. The European Union targets this type of training at politicians 'high hierarchies' of the Parliamentary Commission that includes all members of the EP, both man and women.

Considering the information gathered regarding other professionals working within public institutions, or regularly for and with them, many countries target gender training at public university's staff and actors of the school system (like Austria, Bulgaria, France, Germany, Greece, Latvia and Turkey). Also, police personnel and police officers; medical and social workers; magistrates, judges and public prosecutors, are referred in many countries as targets of gender training. Trainers, or potential trainers and experts are also pointed as specific targets among public institutions, namely in Bulgaria, France and Portugal.

What's also interesting regarding the last category of the table – NGOs and Social Partners – is that from the 27 countries that provided information on gender training targets, 11 countries have considered NGOs and trade unions as important targets of this type of training. This can be interpreted as the European Union general trend in which NGOs are becoming important

implementing partners of public administration at local and regional level. This tendency in which the State externalizes the implementation of policies at the NGO sector is connected to the fact that these organizations constitute important gender training targets in some countries.

The gathered results were somehow different between the countries. And not many information was provided in what concerns to personal characteristics of the target (for instance, sex, background ...). Nevertheless, an interesting aspect must be emphasized. In some countries gender training is targeted exclusively at women: female politicians; women that are potential leaders in public administration; female civil servants. Isn't it a contradiction of gender mainstreaming itself?

| COUNTRIES <sup>49</sup> | MPS   | POLITICIANS  | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS WITHIN<br>PUBLIC INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS |
|-------------------------|---|--|---|--|----------------------------------|
| AUSTRIA                 | <ul style="list-style-type: none"> <li>- Green Party MPs and assistants</li> <li>-MPs and assistants</li> </ul> | <ul style="list-style-type: none"> <li>-Female politicians.</li> </ul> | <ul style="list-style-type: none"> <li>-Persons working in leading positions in the administration of federal governmental bodies</li> <li>-Leading personnel (heads of departments) and Working group on gender mainstreaming (Federal Chancellery)</li> <li>-Leading personnel (heads of departments); People charged with gender mainstreaming and equal opportunity (Federal Ministry of Justice);</li> <li>-Leading public officials; Top responsible persons of the highest courts and of prisons</li> <li>- Persons in leading positions in public service</li> <li>- Members of all ministries who are working with funding and contracting</li> <li>-Leading personnel; Human resources personnel but not politicians</li> <li>- Women who are potential leaders in public service.</li> <li><i>-Persons working for the local or regional administrations</i></li> <li><i>-Leading personnel in public service in the Vienna regional government.</i></li> <li><i>-Leading personnel in public administration service and Gender Mainstreaming Support Group in the Vorarlberg regional government</i></li> </ul> | <ul style="list-style-type: none"> <li>-Students studying regional planning.</li> <li>-Persons working in various educational institutions.</li> <li>-Public University's staff</li> </ul> |                                  |

<sup>49</sup> Regarding Cyprus, Denmark and Romania, the information about targets was not available at the time we finished the report.

| COUNTRIES | MPS | POLITICIANS   | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS<br>WITHIN PUBLIC<br>INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS  |
|-----------|-----|---|---|---|---|
| BELGIUM   |     | -Female politicians.  | <ul style="list-style-type: none"> <li>- Members of public institutions.</li> <li>-Organizations that work within the social professional mobilization sector               <ul style="list-style-type: none"> <li>-Federal Government</li> <li>-Federal public servants</li> <li>-<i>Flemish government</i></li> <li>-<i>Local decision makers*</i> <ul style="list-style-type: none"> <li>- Managers</li> </ul> </li> </ul> </li> <li>-Personnel management</li> </ul>  |   |   |
| BULGARIA  |     | <ul style="list-style-type: none"> <li>- Politicians at the national and the <i>local level</i></li> <li>- Active members of political parties(both men and women)</li> <li>-Party leaders -<i>Women directly involved in the decision-making process at the local level</i> (mayors, deputy-mayors, municipal councillors, general secretaries)</li> </ul> | <ul style="list-style-type: none"> <li>- Leading personnel</li> <li>-Responsible personnel for implementation of gender equality policy</li> <li>-Employees from the units for development of the human resources in the ministries and organizations</li> <li>-Employees in the different Ministries and organizations</li> <li>-Members of the National Council for Gender Equality               <ul style="list-style-type: none"> <li>-Women mayors ; Deputy Mayors; City councillors;</li> </ul> </li> <li>-<i>Regional and local administration from North East Bulgaria.</i> <ul style="list-style-type: none"> <li>-<i>Local administration representatives</i> <ul style="list-style-type: none"> <li>-Labour agencies</li> </ul> </li> <li>-Labour inspection employees</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>-Experts</li> <li>- Policemen</li> <li>- Medical and social workers</li> <li>- Teachers</li> <li>- Judges</li> <li>-Public prosecutors</li> <li>- Magistrates</li> </ul> | <ul style="list-style-type: none"> <li>-NGOs (and Women's NGO) activists.</li> <li>-Trade unions representatives</li> </ul> |

| COUNTRIES         | MPS | POLITICIANS   | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS WITHIN PUBLIC<br>INSTITUTIONS | NGOS/<br>SOCIAL<br>PART-<br>NERS |
|-------------------|-----|---|---|--|----------------------------------|
| CROATIA           |     |   | -Public officials.<br>-Policy experts.  |  |                                  |
| CZECH<br>REPUBLIC |     |   | - Civil servants from ministries and public<br>administration, mainly from human resources.<br>- Employees of the Magistrate Office of the City<br>of Prague.<br>- Gender Focal Points at the Ministries                                  | - Judges                                       |                                  |
| ESTONIA           |     | -Female pol.  | -Members of the Public sector   |  |                                  |
| EU                |     | -Politicians' high<br>hierarchies of<br>the<br>Parliamentary<br>Commission (all<br>members of the<br>EP, both<br>women and<br>men). | -All managers in the European Commission<br>(priority was given to HR directors and HR<br>middle managers), both women and men.<br>-Eurostat personnel, both women and men.<br>-Women who have the potential to become a<br>head of unit. |  |                                  |

| COUNTRIES | MPS | POLITICIANS | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS<br>WITHIN PUBLIC<br>INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS |
|-----------|-----|-------------|---|---|----------------------------------|
| FINLAND   |     |             | Members of Governmental agencies<br>- Civil servants<br>-Employees of Companies bigger than 30 workers (state-owned and private).   |   |                                  |
| FRANCE    |     |             | -Staff of the Ministry of Ecology, durable development and arrangement<br>-Career counsellors, human resource managers, company directors<br>-Women Administrators in several Ministries.<br>- Administrators in territorial community.<br>- State agents | -Actors of the school system<br>(including pupils and parents at school)<br>-Social workers<br>- Trainers   | -NGOs<br>-Trade Unions           |
| GREECE    |     |             | - Civil Servants in general<br>-Scientific personnel of the National Centre of Emergency Social Care<br>-Employment inspectors  | -Police personnel and police officers<br>-Medical students, civil servants working in health and social work<br>-Educators<br>-Lawyers<br>- Judges and Public Prosecutors |                                  |

| COUNTRIES | MPS | POLITICIANS | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS WITHIN PUBLIC<br>INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS |
|-----------|-----|-------------|---|--|----------------------------------|
| HUNGARY   |     |             | <ul style="list-style-type: none"> <li>- Leaders, civil servants, public notaries and administrators, interested in economic issues, controllers of the <i>regional</i> and state authorities</li> <li>-People interested in public education and in the development and supervision of equal opportunity plans at public educational institutions as well as at their providers (<i>mostly local governments</i>)</li> <li>-Governmental and civil organizations, <i>local governments in Sárbogárd, Enying, Bicske micro-regions</i> <ul style="list-style-type: none"> <li>- members of civil organizations</li> </ul> </li> <li>- <i>representatives of local governments dealing particularly with family issues</i></li> <li>- <i>local civil servants of Vas County</i></li> <li>- <i>local civil servants of Zala County</i></li> <li>- <i>local civil servants of in Veszprem County</i></li> <li>-<i>office-holders of all local governments</i></li> <li>-employees of state-owned organizations employing more than 50 people, being in charge of compiling an equal opportunity plans</li> </ul> | <ul style="list-style-type: none"> <li>-Experts of security policy dealing with the European Security and Defence Policy (ESDP) <ul style="list-style-type: none"> <li>- police(wo)men</li> <li>-social workers</li> <li>- judges</li> </ul> </li> </ul> |                                  |
| IRELAND   |     |             | <ul style="list-style-type: none"> <li>-Policy makers*</li> <li>-internal governmental staff</li> <li>-civil servants</li> </ul>  | <ul style="list-style-type: none"> <li>-Staff and volunteers of rape crisis centres</li> </ul>   |                                  |

| COUNTRIES | MPS | POLITICIANS | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS WITHIN PUBLIC<br>INSTITUTIONS  | NGOS/<br>SOCIAL<br>PART-<br>NERS   |
|-----------|-----|-------------|---|---|--|
| ITALY     |     |             | <ul style="list-style-type: none"> <li>-Public Administration Units</li> <li>-Personnel from the public sector</li> <li>-Women's' Centres</li> <li>-Equality counsellor</li> <li>-Committees of employees for Gender Equality within <i>local/public authorities</i> and universities,</li> <li>-<i>Provincial and municipal Commissions for Equal Opportunities</i></li> </ul> | <ul style="list-style-type: none"> <li>-Final beneficiaries</li> <li>-unemployed women.</li> <li>-victims of violence.</li> <li>-Police officers</li> </ul> | -NGOs  |
| LATVIA    |     |             | <ul style="list-style-type: none"> <li>-Public administration staff and <i>local government specialists</i></li> <li>-Employment specialists</li> </ul>   | <ul style="list-style-type: none"> <li>-Un-employed</li> <li>-Young people</li> <li>-Students</li> </ul>  | <ul style="list-style-type: none"> <li>-NGOs</li> <li>-Trade Unions</li> </ul> |
| LITHUANIA |     |             | <ul style="list-style-type: none"> <li>-Female civil servants.</li> </ul>   |   |  |
| LUXEMBURG |     |             | <ul style="list-style-type: none"> <li>-Public institutions</li> </ul>  |   |  |

| COUNTRIES            | MPS | POLITICIANS | ADMINISTRATORS/<br>CIVIL SERVANTS  | SPECIFIC TARGETS WITHIN PUBLIC<br>INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS                                |
|----------------------|-----|-------------|--|--|---|
| MALTA                |     |             | <ul style="list-style-type: none"> <li>-Public servants and officers               <ul style="list-style-type: none"> <li>- HR managers</li> </ul> </li> <li>-Senior Civil Service officials               <ul style="list-style-type: none"> <li>-Permanent Secretaries</li> <li>- General Directors</li> </ul> </li> <li>-Chairmen of parastatal organisations</li> <li>-Directors of government departments</li> <li>-Workers of private enterprises</li> </ul> |  | <ul style="list-style-type: none"> <li>-Trade Unions</li> </ul> |
| THE NETHER-<br>LANDS |     |             | <ul style="list-style-type: none"> <li>-Civil servants</li> </ul>  |  |   |
| POLAND               |     |             | <ul style="list-style-type: none"> <li>-Administrative staff of Gdańsk City Council and <i>local Councils of Gdansk region</i></li> <li>-Administrative staff working in the Work Offices (<i>local and regional</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>-Social workers</li> <li>-Police(wo)men</li> <li>-Army representatives               <ul style="list-style-type: none"> <li>- Judges</li> <li>-Lawyers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>-NGOs</li> </ul>         |
| PORTUGAL             |     |             | <ul style="list-style-type: none"> <li>- Public administrators.</li> </ul>   | <ul style="list-style-type: none"> <li>- Trainers and potential trainers.</li> </ul>   |   |

| COUNTRIES | MPS | POLITICIANS   | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS WITHIN PUBLIC<br>INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS |
|-----------|-----|---------------|---|--|----------------------------------|
| SLOVAKIA  |     |               | -Social and legal consultants   | - Police officers<br>- Lawyers<br>-Women lawyers | -NGOs                            |
| SLOVENIA  |     |               | -Public administration<br>-Companies  |  | -NGOs                            |
| SPAIN     |     |               | -Civil servants and public administrators at all levels.                                  |  |                                  |
| SWEDEN    |     | - Politicians | -Civil servants and administrators both in public administration and private enterprises. | -People working with gender equality issues.     |                                  |
| TURKEY    |     |               | -Public bodies<br>-Civil society and/or individual women.                                 | -Police Departments and Police Academy students. | -NGOs                            |

| COUNTRIES | MPS | POLITICIANS | ADMINISTRATORS/<br>CIVIL SERVANTS   | SPECIFIC TARGETS WITHIN PUBLIC<br>INSTITUTIONS   | NGOS/<br>SOCIAL<br>PART-<br>NERS  |
|-----------|-----|-------------|---|--|---|
| UK        |     |             | <ul style="list-style-type: none"> <li>-Management, civil servants.</li> <li>- Public bodies and private companies, some of whom may be involved in policy making.</li> <li>-County councils</li> </ul> | <ul style="list-style-type: none"> <li>-Police authorities</li> <li>-Social workers</li> <li>-Employers</li> <li>-Lawyers</li> <li>-Legal advisors</li> <li>-Senior staff in the further, adult and community education sector.</li> </ul> | <ul style="list-style-type: none"> <li>-NGOs</li> <li>-Trade Union's representatives</li> <li>-Voluntary organisations</li> <li>-Women's organisations</li> </ul> |

\* Not Specified.

## 2.4. Table of Trainers

### **Results on Trainers in all countries**

The next table is divided by country and total number of gender trainers. These total numbers have been provided from the Opera database (D26) which gathers the information on trainers from each country, including almost 300 units. The information is not representative of all trainers in each country, and it must be considered as a preliminary overview of existing training expertise in the different European contexts. Total number of trainers is divided between “individuals” (ind.) and “organizations” (org.).

Beside the total number, there are five specific types of trainers' origin, namely, administration, academy, international actor and NGOs sector. Thus, we can distinguish among different origins (individuals/organisations) and types of trainers. Sometimes, both individuals and trainer organizations belong to more than one type of trainer. In these cases, we have categorized them under those specific types, no matter how many they are. Thus, sometimes there could be a difference between the total number of trainers and the number of types specified (e.g. Czech Republic, Finland). Next, to these types there is one more category called “other”. As it was specified in the Database Report on General Gender Training Experts (D26), here we have included actors that belong to organizations, as semi-public or civil, which do not fit well under the categories mentioned above. Finally, a last category called “not available” refers to actors for which it was not clear in the database to which group they belong.

Concerning the origin of the trainers, the general trend looks at individuals as the major kind of trainers in all over the countries of the research. In some of the countries, organizations also play an important role in training; particularly in cases such as Belgium, Ireland, Slovenia and the UK organizations instead of individuals are in charge of gender training. But those are particular cases; we can find more countries where just individuals are in charge of training (e.g. Estonia, Germany, Malta, Slovakia, Spain...).

At the same time, and being aware that the information we have is not exhaustive, organizations come from the NGOs sector most of the times. Nevertheless, training organizations that belong to public administrations are also very relevant.

Regarding types of training, the information gathered shows the prominence of the NGOs and Private sector in providing gender training (especially, Bulgaria, France, Croatia, EU), though most individuals and not organizations in both of the cases. Trainers from Academy also play an important role in gender training (particularly Spain, Malta, EU, Estonia, Belgium, Czech Republic, Portugal) as well as trainers from Administration (especially in Portugal, Spain, Malta, but also Germany, Italy, Belgium, Estonia). On the other hand, looking at the information collected in the table, international actors as well as the “other” category are the ones that have less relevance than other actors, but still appear in some countries. Concerning international actors seven countries mention them as providers of gender training (Bulgaria, Romania, Slovakia, Portugal, Turkey, Austria and Spain). The “other” category includes semi-public or civil organizations that are present only in ten countries but with a certain number of trainers of this type within each country.

The type of data we have does not enable us to make cross-country comparisons nor generalisations. However, we found that within the trainers we have in the database D26 countries with special prominence of trainers from the private sector are Austria, Finland, Sweden and the European Union. Those with prominence from the NGO's sector are Bulgaria, Croatia, France, Slovakia, Turkey and the European Union. The EU seems to provide gender training to each of the two institutions analyzed (the Commission and the Parliament) with trainers from both the private and the NGOs sector.

| COUNTRIES              | TOTAL NUMBER      | SPECIFIED TYPES  |                  |                      |                  |                   |                  |                |
|------------------------|-------------------|------------------|------------------|----------------------|------------------|-------------------|------------------|----------------|
|                        |                   | ADMINIS-TRATION  | ACADE-MY         | INTERNA-TIONAL ACTOR | NGO'S SEC-TOR    | PRIVA-TE SEC-TOR  | OTHER            | NOT AVAILA-BLE |
| <b>Austria</b>         | 30 ind.<br>4 org. | 1 ind.           | 1 ind.<br>1 org. | 1 ind.               |                  | 22 ind.<br>3 org. | 6 ind.<br>1 org. |                |
| <b>Belgium</b>         | 7 org.            | 3 org.           | 3 org.           |                      | 1 org.           |                   |                  |                |
| <b>Bulgaria</b>        | 6 ind.<br>3 org.  | 1 ind.           |                  | 1 ind.               | 4 ind.<br>3 org. |                   |                  |                |
| <b>Croatia</b>         | 10 ind.           |                  |                  |                      | 10 ind.          | 1 ind.            |                  |                |
| <b>Czech Republic</b>  | 5 ind.            |                  | 3 ind.           |                      | 3 ind.           |                   |                  |                |
| <b>Denmark</b>         | 4 ind.<br>1 org.  |                  | 1 ind.           |                      |                  | 1 ind.            | 1 ind.           | 1 org.         |
| <b>Estonia</b>         | 12 ind.           | 3 ind.           | 5 ind.           |                      |                  |                   | 4 ind.           |                |
| <b>EU</b>              | 16 ind.<br>4 org. |                  | 3 ind.           |                      | 4 ind.<br>2 org. | 9 ind.<br>1 org.  |                  |                |
| <b>Finland</b>         | 11 ind.           | 1 ind.           | 1 ind.           |                      |                  | 10 ind.           |                  |                |
| <b>France</b>          | 8 ind.<br>7 org.  | 1 org.           | 2 ind.           |                      | 6 ind.<br>6 org. |                   |                  |                |
| <b>Germany</b>         | 6 ind.            | 3 ind.           |                  |                      | 1 ind.           |                   | 2 ind.           |                |
| <b>Greece</b>          | 1 ind.<br>4 org.  | 1 ind.<br>4 org. |                  |                      |                  |                   |                  |                |
| <b>Hungary</b>         | 3 ind.<br>1 org.  | 1 ind.<br>1 org. |                  |                      | 2 ind.           |                   |                  |                |
| <b>Ireland</b>         | 4 org.            |                  | 2 org.           |                      | 2 org.           |                   |                  |                |
| <b>Italy</b>           | 8 ind.            | 3 ind.           | 1 ind.           |                      | 3 ind.           | 1 ind.            |                  |                |
| <b>Latvia</b>          | 3 ind.            |                  | 2 ind.           |                      | 1 ind.           |                   |                  |                |
| <b>Lithuania</b>       | 6 ind.            | 2 ind.           | 1 ind.           |                      | 3 ind.           |                   |                  |                |
| <b>Malta</b>           | 15 ind.           | 5 ind.           | 5 ind.           |                      | 2 ind.           |                   | 3 ind.           |                |
| <b>The Netherlands</b> | 4 ind.<br>1 org.  | 1 org.           |                  |                      |                  | 2 ind.            | 2 ind.           |                |
| <b>Poland</b>          | 2 org.            |                  |                  |                      |                  |                   |                  | 2 org.         |

| COUNTRIES       | TOTAL NUMBER     | SPECIFIED TYPES |          |                      |               |                  |        |                |
|-----------------|------------------|-----------------|----------|----------------------|---------------|------------------|--------|----------------|
|                 |                  | ADMINIS-TRATION | ACADE-MY | INTERNA-TIONAL ACTOR | NGO'S SEC-TOR | PRIVA-TE SEC-TOR | OTHER  | NOT AVAILA-BLE |
| <b>Portugal</b> | 14 ind.          | 9 ind.          | 3 ind.   | 1 ind.               | 1 ind.        |                  |        |                |
| <b>Romania</b>  | 1 ind.<br>3 org. | 1 org.          |          | 2 org.               | 1 ind.        |                  |        |                |
| <b>Slovakia</b> | 11 ind.          |                 | 2 ind.   | 1 ind.               | 7 ind.        |                  | 1 ind. | 1 ind.         |
| <b>Slovenia</b> | 2 org.           | 1 org.          |          |                      |               |                  | 1 org. |                |
| <b>Spain</b>    | 23 ind.          | 6 ind.          | 9 ind.   | 1 ind.               |               | 5 ind.           | 2 ind. |                |
| <b>Sweden</b>   | 22 ind.          | 1 ind.          | 6 ind.   |                      | 2 ind.        | 17 ind.          |        |                |
| <b>Turkey</b>   | 16 ind.          |                 | 8 ind.   | 1 ind.               | 9 ind.        |                  |        |                |
| <b>UK</b>       | 14 org.          |                 | 2 org.   |                      | 5 org.        | 3 org.           | 4 org. |                |

\* Concerning Cyprus and Luxemburg the information on trainers was not available in the moment we did the report.

## 2.5. Table of Best Examples

### **Results on Best Examples in all countries**

Generally speaking, it has not been very easy to compare the best examples on gender training since the information we gathered was very different from country to country, and from one example to the other. Our analysis is neither exhaustive nor representative of the variety of training practices in Europe. Although it does not enable us to draw trends in each case and across countries, it represents a first step in the identification of best practices; these will be useful for the following stages of Opera in which we aim at setting minimum standards of gender training.

Depending on the country, the availability of material to analyse was very different. In some countries we could gather information on two best examples; in such cases the name of the country is followed by 1 and 2 to distinguish the different examples.

The table is structured as follows: after the name of the country, we put the title of the training, who commissioned it, the target, the format, the content, the methodology used and if any kind of monitoring has taken place. The following comments will concentrate mainly on format, content, methodology and monitoring of gender training, because other elements of the table, such as commissioners and target, have already been analyzed in the previous sections.

#### **Format**

Regarding format, it varies a lot from best example to best example; in many countries information is completely missing (Finland, Hungary 1 and 2, Ireland 1, Poland). Regarding duration, this varies a lot as it can be organized as one session lecture of some hours or as more sessions in different days (up to 6 different sessions in 4 days in Portugal). The case of Sweden seems particularly interesting and different compared to all the other countries analyzed, because the gender training commissioned by local governments lasts 14 days, with 7 sessions within more than one year. About frequency, we did not gather much information, nevertheless we would like to underline that in 3 cases the training was a pilot project (European Union 2, Italy and the Netherlands 2).

Most of the trainings have a face-to-face format, even if the e-learning format has been used in some cases (Romania, France). Among the latter, the e-learning format constitutes just one part of the training completed by face-to-face format.

Compulsory access (the Netherlands and Spain) is quite rare, more often the access is voluntary and in some cases explicitly encouraged (Turkey 1 and 2). Gender training is thus framed not as a necessary tool to implement/develop policies in a gender perspective, but as something complementary, depending on the good will of the potential participants.

The number of participants varies a lot, from 6 persons (Netherlands 2), to about 70 in the Italian case. The number of participants depends mainly on the methodology: if it is a seminar-like training there are usually many persons attending it, while if the methodology is more participatory the groups are smaller.

#### **Content**

Generally speaking, the content of the courses cover different issues: e.g. gender mainstreaming, gender budget, gender impact assessment, equality in employment, violence, work/life balance, women and politics, anti-discrimination, gender within organizations; gender based violence.

Some reference to diversity in Ireland, Malta and UK has been found, but generally speaking intersectionality seems not to play a big role in the best examples we gathered.

Many gender trainings consist in a first part aimed at giving the participants a theoretical overview of gender (Austria, Belgium, Bulgaria, Croatia, Finland, Greece, Ireland, Italy, Lithuania, Slovenia, Sweden and Turkey) and more specifically on gender mainstreaming (Latvia, Lithuania, Luxemburg, Malta, Turkey). In many cases this part was just the first one,

followed by more specific contents that include also practical exercises aimed at seeing how gender works in that group/society.

Nevertheless, gender training seems very often a sort of gender literacy, which tries to accomplish EU and international standards on gendered policies. Beside general concepts, in many cases the training is on international and national legal acts on equal opportunities (Croatia, European Union, Italy, Latvia, Lithuania and Romania). The best example of Spain and France is partly focused on legal aspects as well. In the case of France, being the best example presented is on equality at work, the legislative framework presented during the gender training was thus focused on the legal framework on equality at work. In the same way, the training course for the prevention of gender based violence in Spain is partly based on the explanation of the legal and judicial foundations of the issue.

In some cases gender training turns to be more specific: in Belgium and Sweden for example, the focus is on gender mainstreaming within organizations. In this case mainstreaming is not just a concept explained to participants, but the training constitutes an attempt to develop and change the participants' working environment in a gender perspective.

The case of Ireland 1 seems interesting because it is oriented to the analysis of previous and future policies, thus having a practical approach and consequences. Gender proofing training is organized in order to enable the local governments to gender proof the ten-year strategies that were being drawn up. As a result of the training a handbook was produced. Other best examples that have practical consequences are the Danish and the Finnish one. In Denmark the gender aspect of allocation of resources/finances is analyzed and a report measuring the allocation of resources in term of gender equality is used for the future action plan on gender equality. In the case of Finland the training quoted is devoted to NGOs and it aims mainly at promoting/implementing projects with a gender perspective, as well as implementing gender mainstreaming within the own organization.

The best example provided in the Netherlands case (1), as well as in the European Union one (2), is particularly interesting because the training is based on existing policy documents. In the former the workshop was directed at policy implementation and development while in the latter at mainstreaming. This seems helpful as it is more practical and it is applied to the participants' institutional work, a criterion of internal organizational change that seems important for gender mainstreaming. The Portuguese case presented also analyses internal (Commission for Citizenship and Gender Equality) and European Council documents.

In the Slovenian case a part of the training consisted in the presentation of the priority goals of the Office for Equal Opportunities for the year following that of the training, as well as the presentation of the achievements of the coordinators for equal opportunities at the local and national level: this training gives the instruments to monitor the results obtained, thus being a practical exercise on gender policies as they are implemented in that country.

## **Methodology**

Presentations and lectures are given in the first part of many gender trainings, while more active methodologies are usually introduced in the second session of the course. Among others, a lot of work in groups has been used, as well as plenary discussion or discussion in small groups. Workshops were used and case studies were analyzed. Generally speaking, methodologies vary a lot from best example to best example, even if the active participation of the members plays a big role.

The Swedish best example is particularly interesting because the participants had to map in a gender perspective the organizations of belonging, moreover the participants were expected to produce a gender mainstreaming action plan to present during the last day of the course: this methodology seems to stimulate active participation and to be very practical, as the participants have to use the instruments the training itself gives them, thus putting into practice the concepts learnt. To some extent, the case of Denmark is similar. The targets of the training have to produce a report for the Department of gender equality with the analysis of the allocation of resources measured in term of gender and gender equality. In the case of Ireland (1) the active

role of the participant is underlined: they had to write a gender proofing handbook which includes practical examples on how gender proofs different policies.

In The Italian best example the methodology of experiential learning was used. It focuses on the experiences and biographies of the participants and aims at underlying the “silent” and transversal competencies (communication, listening, analysis skills; problem setting and solving; project work).

The best example of the Netherlands case underlines the importance of a friendly environment for the plenary discussion that is concentrated on the procedure, more than on the content.

### **Monitoring**

In most of the best examples, information on monitoring is not available. We gathered information on Croatia, European Union, France, Greece, Italy, Lithuania, the Netherlands, Slovenia, Sweden and Turkey. In the Italian and Slovenian case the answer was that no monitoring has taken place, while in the other cases it occurred but it had different meaning and was made in very different ways. In some cases monitoring means an evaluation of the training by the participants through a questionnaire (Croatia, EU 1, Sweden). In the Swedish case participants were asked to take positions on statements regarding the course in general, the practical arrangements, the contents, work for change, the 3 R-method, the leaders of the course and their own participation in the work for the action plan, thus making an exercise of self-reflexivity. Trainers’ theoretical and methodological competences, as well as the content of the course and the knowledge obtained, are evaluated in the Lithuanian best example. In the case of France monitoring means that the participants make a final test for the first session of the training (on discrimination and legislative framework on equality at work). In the Turkish case (1) the evaluation brought to some changes in the manual used.

Regarding the follow up information is pretty rare: in the Greek case, in the Netherlands (1) one, and in the Slovenian one it was explicitly stated that there is no follow up. A sort of follow up is present in the Turkish best example (2), since some of the trainers trained in that course are expected to take part in future training courses to be organised by KSGM (General Directorate for Women Status).

|                 | TITLE   | COMMISSIONERS                             | TARGET  | FORMAT                                   | CONTENT   | METHODOLOGY   | MONITORING    |
|-----------------|---|---|---|--|---|---|---------------|
| <b>AUSTRIA</b>  | Women into management: take opportunities   | Federal academy for Public Administration | Women who are potential leaders                 | Ten days, divided into different modules | Gender mainstreaming  | Theoretical input, personality tests, role games, group work, group coaching, and peer groups | Not available |
| <b>BELGIUM</b>  | Gender training: personnel managers and managers  | Not available                             | Public personnel managers                       | One day                                  | Three parts:<br>-Gender as concept and in Flemish society<br>-Influence and power of gender; personnel management and educational management with a gender perspective.<br>-Practical examples of gender within organizations   | Theoretical + examples, group work  | Not available |
| <b>BULGARIA</b> | Gender integration in economic, social sphere and politics (Women's Alliance for Development) | Not available                             | Politicians at the national and the local level | 2 days seminar                           | -Gender as concept; gender roles and gender relationships; using gender analysis in the social, economic and policy fields; tools and methods for gender integration (gender analysis, specific gender information, gender sensitive indicators for monitoring and control); practical appliances in planning and decision making process; understanding of the gender factor and the structural causes of gender inequality. | Not available   | Not available |

| COUNTRY | TITLE                                     | COMMISSIONERS | TARGET                            | FORMAT                   | CONTENT  | METHODOLOGY                 | MONITORING  |
|---------|---|---------------|-----------------------------------|--------------------------|--|-----------------------------|---|
| CROATIA | Implementation of gender sensitive policy | Not available | Members of the County Commissions | Two times 3-day seminars | Foundations for understanding gender sensitive policies (politics), the Act on gender equality and the National policies for the promotion of gender equality; basic notions and concepts of gender equality; national mechanism for the attainment of gender equality; institutional mechanism at local levels; women and power; participation of women in politics; women and the labour market; visibility and invisibility of women in social and political life; gender equality and the Croatian integration policies; Cooperation between committees and other organisations. | Face to face and altogether | Seminar evaluation through the distribution of questionnaires to participants |

| COUNTRY | TITLE  | COMMISSIONERS | TARGET   | FORMAT    | CONTENT   | METHODOLOGY   | MONITORING    |
|---------|--|---------------|--|-----------|---|---|---------------|
| DENMARK | The inter-departmental mainstreaming project | Not available | Employees at the department of the Ministry of Finance | A lecture | Gender aspect of allocation of resources/finances | Evaluation and analysis of data within the budget in a gender perspective. Measurement of allocation of resources compared to the governmental goals on gender equality. Presentation given by the department of gender equality, the Ministry of Finance should send in a report to the department of gender equality in which the allocation of resources has been measured in term of gender and gender equality. Report was then used for the new action plan on gender equality. | Not available |

| COUNTRY | TITLE   | COMMISSIONERS       | TARGET   | FORMAT   | CONTENT  | METHODOLOGY  | MONITORING   |
|---------|---|---------------------|--|--|--|--|--|
| EU 1    | Equal opportunities for women and men at the European Commission: the role of the manager | European Commission | Mandatory for all managers in the Commission (priority was given to HR directors and HR middle managers) | Seminar-based course. The duration is half a day. Various such sessions have been organized in Brussels and Luxembourg | Legal basis of the internal policy on equal opportunities for women and men at the Commission; Terminology and concepts: equal opportunities, positive action, etc.; Overview of former action programs for equal opportunities at the European Commission; Why do we need an action program on equal opportunities?; Current situation on equality between women and men at the Commission; Where are the women? Understanding the structural causes of inequality; The 4th Action Program for equal opportunities for women and men at the European Commission; Addressing the barriers to career development of women; The role of the manager: what is expected of you?; Examples of good practices; Binding measures for 2007; the training aimed at: a) Implement a gender sensitive team management and b) Fulfill the legal obligations of the policy. | Presentation plus debate.<br>Both English and French languages.<br>Material used: PowerPoint presentation, questionnaires, figures and concrete examples, exchanges between the participants on their experience, a handbook of the content given to participants and articles on the subject matter | After completion of the course all the participants that have attended the course receive a link for an online evaluation, which afterwards is directed to the course manager. Participants can take part in it online |

| COUNTRY | TITLE  | COMMISSIO<br>NERS   | TARGET  | FORMAT         | CONTENT  | METHODOLOGY   | MONITO-<br>RING  |
|---------|--|---------------------|---|----------------|--|---|--|
| EU 2    | Gender training course targeted at MPs commissioned by the EP Equal Opportunities Unit | European Parliament | Politicians:<br>High hierarchies of the Parliament Commissions. | 3 days seminar | Mainstreaming within Parliamentary Commissions   | Presentation from each trainer; Interaction; Work on the topics of the Parliamentary Commissions from a mainstreaming approach; Material: from the Parliament itself.   | The members of the Parliament (MP's) evaluate the course |
| FINLAND | Training package for the promotion of gender equality in NGO development cooperation.  | Not available       | NGOs who work in the field of development cooperation.          | Not available  | Basic information about gender perspective + practical advice: Introduction; Why gender equality?; Basic concepts; Ways and means; Project stages and gender equality; Project Pre-Planning; Project Planning; Appraising the Project plan; Project Finance; Project implementation and monitoring; Project evaluation; Check list for project visits; The least you can do; Gender Equality in the organization | With the help of concepts, examples and exercises dealing with gender equality and project cooperation, NGOs are offered basic training that will improve the abilities of their own projects to reduce gender inequalities | Not available  |

| COUNTRY | TITLE  | COMMISSIONERS  | TARGET   | FORMAT  | CONTENT   | METHODOLOGY  | MONITORING                         |
|---------|--|--|--|---|---|--|------------------------------------|
| FRANCE  | "The promotion of equality in private companies", "Equality in daily life" | HALDE (Haute Autorité de Lutte contre les Discriminations et pour l'Égalité) | Managers of public services or private companies, personnel managers, civil servants and others professionals working in public administration anyone who wants to be trained in equality issues | Two e-learning modules.<br>1. Managers of public services or private companies to promote equality at work; (1h30)<br>2. Large public in order to promote equality in all sphere of daily life (40m). | 1 a. Discrimination at work and offers tools and knowledge for promoting equality within workplace (concepts of discrimination, French legislative framework on equality at work)<br>b. Work/life balance<br>c. The "glass ceiling"<br>2 discrimination in the different spheres of daily life<br>a. Education (stereotyping mechanism)<br>b. Housing<br>c. Good and services | Interactive e-learning with practical exercises, quizzes | A final test for the first session |

| COUNTRY   | TITLE   | COMMISSIONERS                           | TARGET   | FORMAT                                   | CONTENT   | METHODOLOGY  | MONITORING                                    |
|-----------|---|---|--|--|---|--|---|
| GREECE    | Not available   | General Secretariat for Gender Equality | Educators (both men and women)   | Face to face, access voluntary, one-time | Incl. material: directed at policy implementation; meaning of gender as a structure, material used: mostly academic | Plenary discussions, mock exercises on issues such as: career choices and school performance; marriage, family life and family tasks; gender and free time activities; gender stereotypes in the media | Systematic evaluation, no follow up, internal |
| HUNGARY 1 | Expert training for equal opportunities in public education | Ministry of Culture and Education       | Persons interested in public education, development and supervision of equal opportunity plans at public educational institutions and their providers (mostly local governments) | Not available                            | Not available   | Not available  | Not available                                 |

| COUNTRY   | TITLE  | COMMISSIONERS  | TARGET  | FORMAT        | CONTENT  | METHODOLOGY   | MONITORING    |
|-----------|--|--|---|---------------|--|---|---------------|
| HUNGARY 2 | Equal Treatment and Equal Opportunity in Public Administration | Department of Adult and Vocational Training, Ministry of Social Affairs and Labour | Office-holders of all local governments   | Not available | Not available  | Not available   | Not available |
| IRELAND 1 | Not available  | Dept. of Justice, Equality and Law Reform NDP Gender Equality Unit                 | Those involved in the design and delivery of policies and programs within local governments and organizations | Not available | <p>Gender proofing training in order to enable the local governments to gender proof the ten year strategies that were being drawn up.</p> <p>As a result of the trainings, a handbook was produced aiming to provide information and practical assistance to those planning to gender proof strategies or development plans.</p> <p>The <i>content</i> was based on theoretical understanding of gender inequalities (interpreted as differences between women and men), gendered statistics and information about domestic and EU legislation and policy, thus locating gender inequality in a broad policy context. Knowledge about the internal organisation and structural obstacles for gender equality and gender proofing was also a part of the training.</p> | As part of this work a gender proofing handbook was produced, which includes practical examples on how to gender proof different policies. Awareness raising was used as a key word in term of <i>methodology</i> . | Not available |

| COUNTRY   | TITLE   | COMMISSIONERS | TARGET   | FORMAT  | CONTENT   | METHODOLOGY   | MONITORING    |
|-----------|---|---------------|--|---|---|---|---------------|
| IRELAND 2 | Violence against women: from practice to policy | Not available | Leaders/advocates and policy makers. The course was thus targeting individuals who were likely to work with women and men who in turn were likely to work with the victim of violence against women. | It varies, but the courses offered by online registration on Women's Aid's website constitute either half-day introductory sessions, a four day intensive training for trainers or a series of courses. | The <i>content</i> of the courses varies from time to time, depending on the needs of each particular group. The courses aim to raise the level of consciousness around domestic violence; develop awareness of the causes, patterns and effects of domestic violence; women's experience of managing or leaving abusive relationships; options and obstacles that effect women's choices; share knowledge and experience; provide a framework for understanding the complexities of domestic violence and to recognise differences and similarities between women and multiple discrimination. | Mixture of theoretical presentation, experience based examples and practical exercises. Active participation. | Not available |

| COUNTRY | TITLE  | COMMISSIONERS   | TARGET                                     | FORMAT  | CONTENT  | METHODOLOGY   | MONITORING   |
|---------|--|---|--|---|--|---|--|
| ITALY   | Aspasia. Walking at the same rate: ways of equal opportunities | Equality Counselor region Piemonte and Network of Equality Counselors Region Piemonte | Equality Counselors of the region Piemonte | 70 women involved, voluntary access, plenary seminars, individual interviews and focus groups interviews. | Equal Opportunities between men and women and gender perspective: basic concepts; International, European and Italian legislation on Equal Opportunities; Assessment and projects in a gender perspective; Sensitizing, information and network; Identifying and using gendered statistics; Equal Opportunities policies; Elements of economy and analysis of labour market to promote Equal Opportunities; Management and Organization; Information and Communication Technologies for the Equal Opportunities network; Strategies, methods, techniques and instruments for training, information and sensitization on Equal Opportunities. Other monothematic seminars are offered; The training, in all phases, aims at underlying the "silent" and transversal competencies (communication, listening, analysis skills; problem setting and solving; project work) | Methodology of experiential learning, focusing on the experiences and biographies of the participants. A survey was carried out in order to depict the background of equal opportunities actors. Focus groups<br><br>In-depth interviews. | No monitoring has taken place, since the project was developed just in the assessment phase. |

| COUNTRY   | TITLE                                  | COMMISSIONERS                        | TARGET                             | FORMAT  | CONTENT   | METHODOLOGY                      | MONITORING   |
|-----------|--|--------------------------------------|------------------------------------|---|---|----------------------------------|--|
| LATVIA    | Twinning Light programme               | Not available                        | Civil servants and social partners | 4 modules   | Facts on gender inequality and examples of gender stereotypes. Requirements for gender mainstreaming in national normative acts, EU directives, CEDAW. What is gender mainstreaming? Methods, general approach, targets (focus on participation, diversity and gender mainstreaming in all spheres of life. Examples of good practice: Island, France, Denmark and Ireland. | Not available                    | Not available  |
| LITHUANIA | Women and Men in Public Administration | Ombudsperson for Equal Opportunities | Civil servants                     | Each semester 8 hours seminar (this course is not very often attended by the civil servants and only 8-10 persons attend at the best once in half a year) | International, EU and national legal acts on equal opportunities, gender machinery, concepts of gender equality and gender mainstreaming, gender stereotypes, gender-based discrimination at work.  | Lectures and practical exercises | Evaluation of trainer's theoretical and methodological competence, content of the course, knowledge obtained |
| LUXEMBURG | Gender Kompetenz Training              | Not available                        | Not available                      | Seminars organized according to the needs of the participants   | Equality of chances, sensitizing and drawing the attention to discrimination, more deeply into gender mainstreaming as a strategy   | Not available                    | Not available  |

| COUNTRY                  | TITLE  | COMMISSIONERS | TARGET   | FORMAT  | CONTENT   | METHODOLOGY  | MONITORING                          |
|--------------------------|--|---------------|--|---|---|--|-------------------------------------|
| <b>MALTA</b>             | Regional training programme on equality issues for good governance in the Maltese and Cypriot public service | Not available | Top governmental officials members of the Equality Committees of their respective Ministry | Seminars in three consecutive days  | Detailed definition of gender mainstreaming and the tools that can be used to achieve positive results. The concept of mainstreaming was subsequently applied to equality and diversity throughout, thus also covering racial or ethnic origin, religious or other belief, sexual orientation, disability and age | Group discussions; workshops; Various case studies were also worked out in groups amongst others covering instances of gender discrimination and multiple discriminations                | Not available                       |
| <b>THE NETHERLANDS 1</b> | Workshops given by the Netherlands Emancipation Review Committee at every individual Ministry                | Ministries    | Female and male participants, civil servants as target group                               | Face to face, compulsory*, one time, two day parts consisting of around 2-3 hours | Material: existing files / policy documents of the different departments of the Ministries not addressing specific equality policies; the workshop was directed at policy development and policy implementation.  | Case studies, questionnaires which could electronically be filled in by the individual participants and results orally discussed; plenary discussion and practical exercises (workshops) | Systematic evaluation, no follow up |

| COUNTRY                  | TITLE   | COMMISSIONERS   | TARGET                    | FORMAT  | CONTENT  | METHODOLOGY  | MONITORING    |
|--------------------------|---|---|---------------------------|---|--|--|---------------|
| <b>THE NETHERLANDS 2</b> | Group model building as a Gender Mainstreaming Instrument | Not available   | Not available             | Face to face; seated in a half circle in front of a screen, number of participants: 6, two men and four women with different hierarchical positions and a different (social) scientific background, 5 sessions of 2-hours (this was an experiment only) | Not available  | Plenary discussion in a friendly environment (model building process concentrated on the procedure, rather than on the content).       | Not available |
| <b>PORTUGAL</b>          | Initial Training for Gender Equality                      | CIG (Commission for Citizenship and Gender Equality) (still CIDM at the time) | All Ministries' employees | Face to face, 15-20 participants, voluntary access, total: 24 hours (6 modules, 1,30 – 9 hours, 4 days)   | List of documents necessary for the course, which includes many CIDM and CITE publications and some EU and European Council document | Presentation with power point and specific videos, using statistical support. In the last two days: a more active methodology is used. | Not available |

| COUNTRY         | TITLE   | COMMISSIO<br>NERS          | TARGET  | FORMAT   | CONTENT  | METHODOLOGY  | MONITO-<br>RING            |
|-----------------|---|----------------------------|---|--|--|--|----------------------------|
| <b>ROMANIA</b>  | Equal opportunities training for 112 councillors from the Citizens' Counselling Offices | Not available.             | Councillors, 10 of them trained as trainers. Targets were also citizens who are direct beneficiaries of the Counselling Offices | Interactive courses were organized with councillors from the Citizens' Counselling Offices (public servants) | A legislative and institutional guide was used, comprising the following issues:<br>Equality of opportunities between women and men; Equality of treatment on the labour market in: access, training, professional development, wages, firing and sanctions, Maternity protection, Sexual harassment; Violence in the family; Trafficking in human beings; Education, culture and health | Interactive learning experience aimed at:<br>-Identifying gender discrimination;<br>-Improving the quality of service offered;<br>-Increasing the role of the Citizens' Counselling Office in the promotion of equal opportunities;<br>-Including a gender perspective in all information and training offered by the Office | Not available              |
| <b>SLOVENIA</b> | Gender training course 2006   | Office for Equal Opportun. | Coordinators for equal opportunities on the local and national levels**   | 6-hour workshop. The participation was voluntary. 15 female coordinators participated at the workshop.       | First part:<br>Presentations on priority goals of the Office for Equal Opportunities for 2006; presentation of the achievements of coordinators for equal opportunities on local and national level in 2005.<br>Second part<br>Differentiation between sex and gender, Gender stereotypes; Work in groups on reconciliation of work and family life and Social inclusion                 | Case studies, work in groups, and presentations  | No evaluation or follow up |

| COUNTRY | TITLE   | COMMISSIONERS  | TARGET  | FORMAT   | CONTENT   | METHODOLOGY   | MONITORING    |
|---------|---|--|---|--|---|---|---------------|
| SPAIN   | Training Course for the prevention of Gender Based Violence | INAP –Instituto Nacional de Administración Pública (National Institute of Public Administration) | Administrators active in policy making, more specifically administrators in directive and pre-directive positions within the Spanish public administration (last year 22 men, 17 women; 30 men and 5 women) | Face to face format. 35 to 40 participants. Compulsory access. Series of two sessions in a total of 13 hours and a half: one session of 8 hours and another session of 5 hours and a half. | Directed to policy implementation; Main contents: the meaning of gender based violence; legal and judicial foundations; media treatment; available resources for women; the psychosocial aspects and intervention; action protocols | Presentation Communications, Debate; Concluding Remarks | Not available |

| COUNTRY | TITLE   | COMMISSIONERS     | TARGET  | FORMAT   | CONTENT   | METHODOLOGY  | MONITORING   |
|---------|---|-------------------|---|--|---|--|--|
| SWEDEN  | Process oriented training in gender mainstreaming, 2001 | Local Governments | Managers, civil servants and elected local government officials (with the mandate and will to develop a more gender equal organization) | Each year to all Local Governments with a maximum number of participants at 26. Participation is voluntary. Face to face, duration: 14 days with 7 sessions within more than one year. | Goal: provide tools to improve the quality of the work at the Local Government organizations in term of integrating a conscious perspective on gender in the ordinary, every day work. Here gender is intended as power relations between men and women. The course includes information on gender equality politics, theories on gender, knowledge on developmental work, methods and statistics. Intersectionality is not explicitly dealt with in this course. | Lectures, workshop with practical exercises, group discussion. Participants are furthermore expected to produce a gender mainstreaming action plan during the course, for which they receive tutoring (to be presented during the last day of training).<br><br>Included in this work, participants are to map out their home organization, based on the 3 R-method. | Survey with a set of statements to which participants are to take a position. Respondents also have the choice of adding comments to each question. In the evaluation, the respondents are asked to consider and comment on their overall impression of the course, the practical arrangements, the contents, the participants' own work on the action plan, on work for change, the 3 R-method and the leaders of the course. |

| COUNTRY  | TITLE   | COMMISSIONERS                                 | TARGET  | FORMAT  | CONTENT  | METHODOLOGY  | MONITORING  |
|----------|---|---|---|---|--|--|---|
| TURKEY 1 | Gender training organized by the national machinery | General Directorate for Women's Status (KSGM) | Personnel of State Planning Organization (expert)   | One-time, face-to-face training course for two days organised for the staff of the DPT, who hold an expert position in the institution. Participation in the training course was encouraged.  | The program of the training course was adapted to the character and needs of the institution. A manual produced by KSGM for this purpose was used in the course.   | Theoretical input (limited) and exercises. Mostly participants were kept in small groups, and occasionally gathered in plenary sessions for reflection, discussion and evaluation. | No follow up since it was a pilot project. But an evaluation was made and some changes were made in the manual used.  |
| TURKEY 2 | Training of Trainers                                | General Directorate for Women's Status        | 100 participants, (ministries, Centers and Graduate Programs for Research on Gender and Women's Problem in various universities, Women's NGOs, Professional Organisations, Municipalities, Provincial Administrations, Trade Unions and Employers' Associations). The participants are expected to train policy makers. | Five identical face-to-face training courses with 20 participants each, of 3 days for each. Participants are invited through official invitation letters to their respective institutions and their participation is encouraged by their respective institutions. | Enhancement of personal competence. Meaning of gender is based mostly on Council of Europe conceptual input. Other inequalities are on purpose kept out of the program in order not to shift attention away from gender. One section on discrimination. The trainers and the documents are provided by the Dutch partner. The material used include EU documents, Council of Europe sources (especially in term of theoretical and conceptual input on gender mainstreaming), examples of good practices and a state of the art report on Turkey, prepared by KSGM. The training included training techniques and implementation/pilot projects. | Presentation of theoretical input, practical exercises and small groups work, as well as plenary sessions in which reflection and discussions are made                             | Evaluation is prepared by the Dutch team and is given to the participants every day. There is also a joint evaluation. Some of the trainers trained in this course are expected to take part in future training courses to be organised by KSGM, which can be considered as a follow up of this course. |

\* Since the government has ordered the creation of the Netherlands Emancipation Review Committee, it can be expected that the Ministries were obligated to take part in the activities organized by the VCE. During the investigation however some of the departments appeared to be not so very cooperative, so it could be that not everyone was present at these workshops.

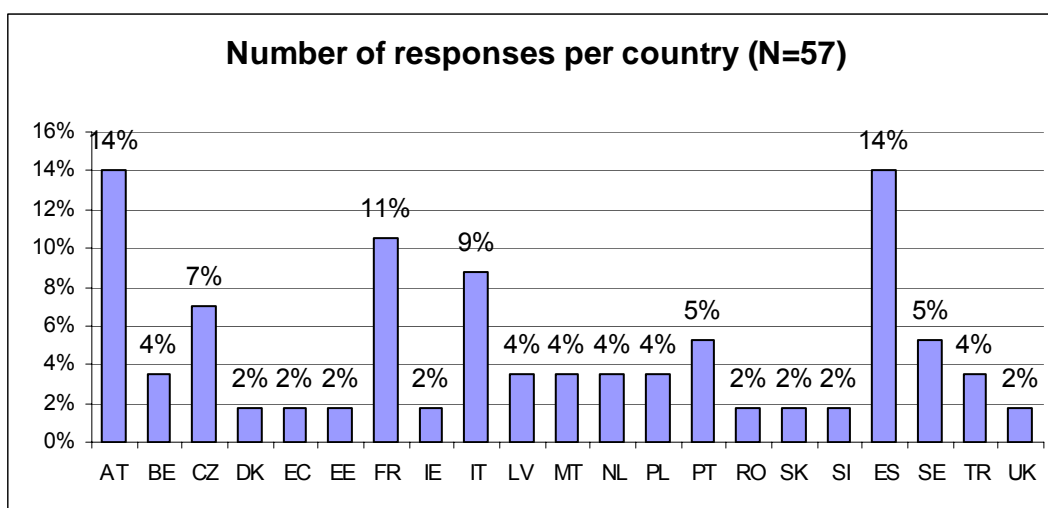
\*\* In 2002 the Equal Opportunities for Women and Men Act is adopted. Among others the act introduced a network of coordinators for equal opportunities of women and men from all the ministries and municipalities. These coordinators are responsible for gender mainstreaming – integrating the principle of gender equality into the fields of their ministries or municipalities.

### 3. Survey on gender trainings. Analysis of Responses from the questionnaire for “Gender Training” Commissioning Bodies

#### 3.1 Sample description

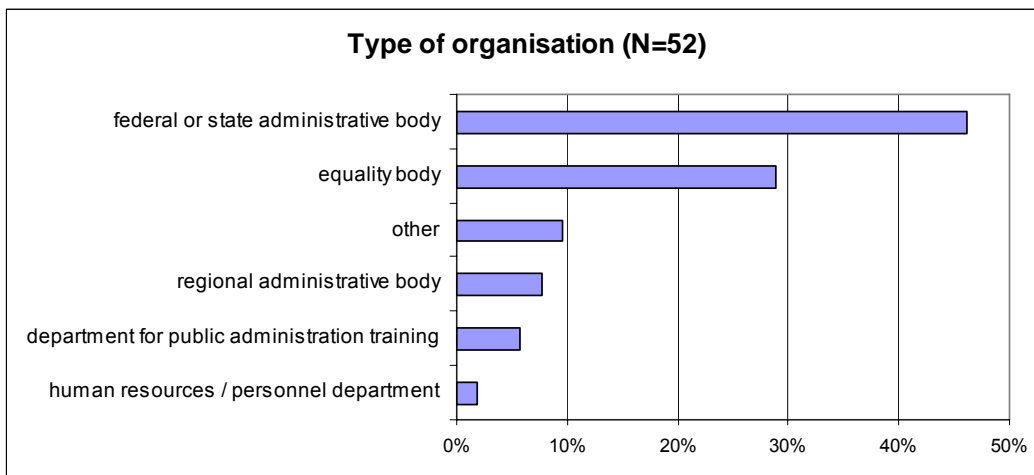
A total of 57 responses were received to the survey. These originate from a total of twenty different countries as well as from the European Commission. As QUING covers 29 countries (all EU Member States, Turkey and Croatia) as well as the EU level, nine countries are missing in this survey. These are Bulgaria, Cyprus, Finland, Germany, Greece, Hungary, Lithuania, Luxembourg and Croatia as non-EU Member State.

Graph: Response to the survey by country (N=57)

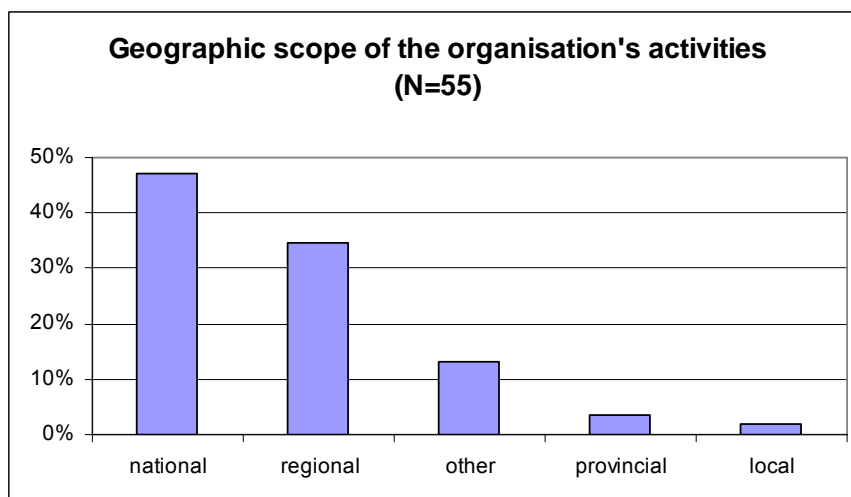


As regards the type of organisation where the respondent to the survey is professionally active, the largest group (nearly half the sample) consists of federal or state administrative bodies. This is followed by equality bodies (nearly one third of the sample).

Graph: Type of organisation (N=52)

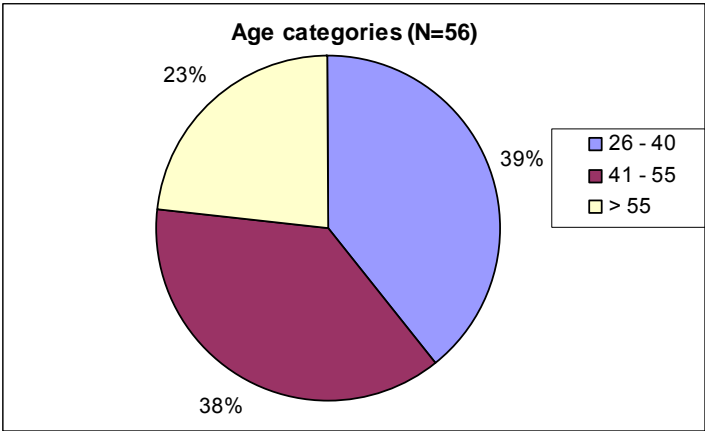


In terms of geographic scope of the organisation's activities, the largest groups were active nationally (47%) and regionally (35%). 'Other' scopes of activity (13%) included 'European', internationally and worldwide. A few are active at the provincial level (4%) or only locally (2%)



The vast majority (93%) of the respondents are women; while only 7% of the sample are men. None of the respondents in the sample is younger than 26 years old. Otherwise, there was a good distribution over the age categories – as is shown in the next table.

Graph: Age of respondents to the survey (N=56)



### 3.2. Gender trainings

#### **Definition**

With 'gender training' we mean the training planned, organized or/and commissioned by public institutions and targeted at politicians, civil servants and public administrators. The focus is "gender training" aimed at facilitating the incorporation of "a gender equality perspective in all policies and at all levels and at all stages of the policy-making process". 'Training' may take different forms: courses, classes, sessions, workshops, etc. and can be either face-to-face or online. The measures we are interested in do not need to be called 'training' but can be competence oriented activities which target gender equality.

The respondents were asked to provide the specifics for the gender trainings that were ever organised by their organisation.

#### **Sample of gender trainings - description**

Organisations who participated in the survey reported a total of 210 training programmes they have organised. This is an average of nearly four trainings per organisation.

This constitutes a relatively large sample, but it cannot be considered as representative of the gender-related training offer organised by the public sector. The sample is biased because some countries have provided information on more trainings than others. There is no reason to believe that countries that reported more trainings, actually organise more trainings than other countries. The reason is rather a higher response from some countries.

Some respondents did provide information only on trainings organised in 2007, while others provided information that can go back over ten years.

The geographic spread of the sample of training programmes is presented in the table below

Table: Geographic spread of trainings – absolute figures and %

| Country      | Number of trainings in sample | %            |
|--------------|-------------------------------|--------------|
| AT           | 23                            | 11.0 %       |
| BE           | 6                             | 2.9 %        |
| CZ           | 13                            | 6.2 %        |
| DK           | 3                             | 1.4 %        |
| EE           | 1                             | 0.5 %        |
| FR           | 21                            | 10.0 %       |
| IE           | 1                             | 0.5 %        |
| IT           | 11                            | 5.2 %        |
| LV           | 5                             | 2.4 %        |
| MT           | 5                             | 2.4 %        |
| NL           | 2                             | 1.0 %        |
| PL           | 2                             | 1.0 %        |
| PT           | 6                             | 2.9 %        |
| SK           | 3                             | 1.4 %        |
| SL           | 3                             | 1.4 %        |
| ES           | 93                            | 44.3 %       |
| SE           | 5                             | 2.4 %        |
| UK           | 1                             | 0.5 %        |
| TR           | 6                             | 2.9 %        |
| <b>TOTAL</b> | <b>210</b>                    | <b>100 %</b> |

The number of trainings from Spain is extremely high compared to other countries. This is explained by the fact that a few (regional) equality bodies provided a full listing of trainings ever organised.

When looking at the type of organisation that set up the training, the equality bodies appear as organising most trainings. Again, the explanation is the response from Spain.

Table: Type of organisation setting up the training, and type of organisation in the sample of respondents – in %

| Type of organisation                                  | No. of trainings in sample | No. of organisations in sample |
|---|----------------------------|--------------------------------|
| Equality body   | 43 %                       | 26 %                           |
| Federal or state administrative body                  | 28 %                       | 42 %                           |
| Regional administrative body                          | 14 %                       | 7 %                            |
| Human resource / personnel department                 | 1 %                        | 2 %                            |
| Department or body for public administration training | 2 %                        | 5 %                            |
| Other or no reply                                     | 1 %                        | 17 %                           |
| <b>Total</b>  | <b>100 %</b>               | <b>100 %</b>                   |

Most of the trainings analysed in the sample are still being organised or fairly recent. Many respondents limited their response to their most recent trainings, some even reported only on their trainings undertaken or planned in 2007. As mentioned above, a few respondents nevertheless gave a full listing, which included trainings that took place up to ten years ago.

### **Main characteristics of the trainings in the sample**

The large majority of the trainings have a duration that is longer than one day.

In the table below, the duration of trainings is expressed in days. A course that consist of 12 training hours, independently on how they are spread over time (e.g. three half days or three evenings) has been considered as a 1.5 day training.

Table: Duration of trainings – in absolute figures and in % (N=210)

| Duration in days  | Number of trainings in sample | %            |
|-------------------|-------------------------------|--------------|
| Less than one day | 37                            | 18 %         |
| One to 1.5 days   | 64                            | 32 %         |
| Two to three days | 60                            | 30 %         |
| About four days   | 13                            | 6 %          |
| Five days or more | 25                            | 12 %         |
| <b>Total</b>      | <b>199</b>                    | <b>100 %</b> |

The sample of courses has a good spread in duration, with nearly two thirds of the cases counting between 8 hours and 24 hours of teaching. Very few of the courses reported very long durations, or are spread over one or even two years.

The difference between the total sample (210) and the number of answers (199) is explained by a small non response rate to this question (4) and some answers that could not be classified (e.g. flexible, adapted to the needs of each department, ...).

The frequency of organisation of the trainings is very diverse. A large group of courses (41 %) was reported as having been organised only once.

Table: Frequency of organisation of the training – in absolute figures and in % (N = 210)

| Frequency              | Number of trainings in sample | %            |
|------------------------|-------------------------------|--------------|
| Only once              | 86                            | 41 %         |
| 1 x per year           | 54                            | 26 %         |
| 2 x per year           | 19                            | 9 %          |
| More than 2 x per year | 32                            | 15 %         |
| Other                  | 16                            | 7 %          |
| <b>Total</b>           | <b>207</b>                    | <b>100 %</b> |

The frequency can also be variable based on demand. A training can be set up e.g. eight times the first year, after which the frequency decreases to an average of four times per year. Some organisations have the policy not to repeat courses. Each new training, even if on the same theme, will be considered as a new training as the contents and/or the duration are adapted.

The high number of 'others' is explained by trainings for which :

- the frequency is lower (e.g. repeated every second year);
- the frequency is not yet known, the training having been organised for the first time;
- a workshop style is adopted, whereby participants can return several times, while other participants can be involved in various sessions.

The vast majority of trainings are provided face-to-face. Only three of 202 courses on which this question was answered were on-line courses, while seven courses were a mix of on-line and face-to-face. All trainings that mix on-line and face-to-face have a relatively long duration. On-line courses and trainings mixing on-line and face-to-face tend to be more recent.

### **Objectives of the training**

A closed question was asked to respondents related to the objectives of the training. Three answer possibilities were given, whereby all that applied could be ticked.

Table: Objectives of the training – in absolute figures and in % (N=210)

| Objective                      | Number of trainings in sample | %    |
|--------------------------------|-------------------------------|------|
| Personal competence            | 166                           | 79 % |
| Policy implementation          | 141                           | 67 % |
| Directed at policy development | 128                           | 61 % |
| Other                          | 54                            | 26 % |

|              |            |              |
|--------------|------------|--------------|
| <b>Total</b> | <b>208</b> | <b>100 %</b> |
|--------------|------------|--------------|

The high percentages for each answer possibility shows that all three types of objectives apply for many of the courses organised.

Courses whose only objective is policy development, are often courses directed to politicians (most often local politicians) and have rather short durations.

The high percentage of “personal development” is because most of the course organisers consider that there is a component to acquire more personal (and/or professional – mentioned among the others) competences in their course.

Courses with a personal development component among their objectives, tend to be organised more often.

Other objectives that were mentioned include mainly:

- awareness raising on the themes covered in the training (e.g. use of non sexist language, domestic violence). This is mentioned most often (27 of the 54 other objectives mentioned).
- objectives linked directly to the training subject: e.g. when women are trained to start their own business, the objective mentioned is to promote female entrepreneurship.
- dissemination of results or information (e.g. new legislation, application of a new method).
- exchange of experiences
- cohesion development in a group
- networking

### **Some additional characteristics of the trainings**

Trainings that are organised outside office hours are exceptional in the sample. Only 7 % of them were outside office hours, nearly all had a duration of more than one day.

This includes both training sessions taking place in the evening and trainings taking place in the weekend.

Even if trainings take place in the evening and are reported as taking place outside office hours, the hours spent by civil servants who participate even on a voluntary base, are most often considered as part of the normal working week.

Incentives to attend were mentioned for 43 % of the cases.

These incentives are mainly certificates of attendance or similar. They can also include credits, or the trainings are recognised by the administration and are taken into account for promotion / salary raise.

Free participation for trainings that charge a fee to attendants is also mentioned as an incentive. This free attendance is most often for politicians and for civil servants.

Only very few trainings in the sample were organised for women only (7 %). These are nearly all courses of a longer duration (above one day) and having a specific target group like women in politics, or women in management positions.

Most trainings are for medium-sized to large groups. Only 8 % of the trainings are for groups smaller than ten participants, and one programme is an individual training programme.

Payment for participation is asked in 13 % of the trainings organised. The average participation fee is low. None of the trainings can be considered as 'commercial'. Even if an attendance fee is asked, some of the courses allow free participation to privileged target groups (e.g. women politicians).

Gender training commissioners were asked what their budget is for setting up the training. Nearly half the respondents did not provide the budget, probably because they do not have the information readily available. Still, 108 valid answers were received on budgets ranging from 250 Euro to several tens of thousands (for longer courses). The total value reported for these 108 trainings is a cost of 1.468.714 euro to the training commissioners, which would give an approximate average cost of 13.599 euro per training (independently of length, modalities, etc.).

### **Who is giving the course?**

Professional trainers or consultants and academics are most often the trainers in the courses of the sample.

*Table: Background of gender trainers – in absolute figures and in %*

| <b>Who are/have been the trainers</b>                    | <b>Number of trainings in sample</b> | <b>%</b> |
|--|--------------------------------------|----------|
| Professional trainers / consultants                      | 128                                  | 61 %     |
| Academics  | 107                                  | 51 %     |
| Administrators   | 61                                   | 29 %     |
| From NGOs (feminist or other)                            | 59                                   | 28 %     |
| Persons from enterprises giving 'good practice' examples | 23                                   | 11 %     |
| Other  | 31                                   | 15 %     |

Administrators or civil servants who act as trainer are coming from various departments:

- the largest group is active in specialised gender departments or institutes, often the organiser of the course;
- trainers come also often from departments linked to the theme of the course, e.g. urbanism if the theme is gender and urban planning, or specialised departments in charge of victims of violence (gender and violence) or communication (non sexist language use). Other examples are legal, labour, health;
- especially for trainings on gender indicators or gender budgeting, the diversity of departments providing a trainer can be extremely diverse.

The sex balance in the trainer team is the exception rather than the rule. The no response rate is high on this question (13 %). Of the responses received, 78 % said the trainer team was not balanced. This was in 97 % of the cases due to an overrepresentation of women, and in 3 % of the cases an overrepresentation of men.

### 3.3. How are gender trainers selected

The question 'how do you recruit trainers for gender trainings' was closed: the respondents could tick various answers options, and also had the possibility to add other means of recruitment. Fifty respondents answered the question.

The results indicate that most gender training commissioners use various means to recruit gender trainers. A majority uses an internal pool of trainers as well as personal contacts. Recommendations are also a trusted way of identifying gender trainers. Only one in five respondents indicated to use public procurement procedures to recruit gender trainers.

The table below gives a detailed overview of the answers given.

Table : How do you recruit trainers for gender trainings ? (N=50)

| Selection means  | Number of respondents who use this approach | %   |
|--|---|-----|
| Internal pool of trainers  | 29  | 58% |
| Personal contacts  | 28  | 56% |
| Upon recommendation, from ... :  | 26  | 52% |
| Other organisations: gender training institutions, NGOs, governmental institutions, women studies institutions, organisation's institutions, ... | 16  |     |
| Gender experts   | 4   |     |
| Gender trainers  | 2   |     |
| Specialists and academics  | 2   |     |
| No answer  | 2   |     |
| Public procurement   | 10  | 20% |
| Other:   | 20  | 40% |
| Internet, Literature, other search   | 4   |     |
| Own personnel  | 4   |     |
| Networking   | 3   |     |
| Gender training organisations  | 2   |     |
| Known gender trainers  | 1   |     |
| No answer  | 1   |     |
| Other  | 5   |     |

The respondents were asked which are the relevant aspects they take into account when selecting and hiring gender trainers. Four aspects were suggested in the question, and the respondents were asked to rank these according to relevance. They also had the possibility to add other relevant aspects. In total, 49 respondents answered this question.

For each prompted aspect, an 'average relevance position' was calculated. The table below presents the factors, ranked according to relevance in the decision to hire a trainer. The most relevant factor is on top.

*Table : Relevant aspects when selecting and hiring gender trainers (N=49)*

| <b>Relevant aspects</b> | <b>Average relevance position</b> |
|-------------------------|-----------------------------------|
| Gender competence       | 1,5                               |
| Professional background | 1,8                               |
| Financial issues        | 3.4                               |
| Sex                     | 3.6                               |

As can be seen from the above table, 'gender competence' is considered the most relevant factor, while sex is the least relevant when hiring a gender trainer.

Thirteen respondents added other relevant aspects. These included:

- communicative capacities (mentioned by three respondents);
- social and interrelational competence (mentioned by two respondents);
- knowledge of the specific theme (2);
- experience (2);
- concern for gender questions (mentioned once);
- availability of the expert in time of the planned seminar (1);
- knowledge of the international perspective of equality issues (1);
- close to our main office (1);
- sensitivity to participants personal position re gender equality (1);
- work within feminist movement (1).

### 3.4. Characteristics of 'good' gender training

The respondents were asked which are the key requirements or characteristics that any 'good' gender training should fulfil. They could list all elements that in their opinion make the difference between good and bad quality trainings. Nearly all respondents to the survey (54 out of 57) answered this question.

A detailed overview of the responses to this question is provided in the form of an excel table in a separate annex to this report. The criteria that were most often mentioned and which are hence the most crucial are described below.

A majority of the respondents (35, or 65%) agrees that the professional skills of the trainer(s) are a crucial element for the success of a training: the trainer not only has to be a gender expert, but must also be able to transmit this knowledge and to raise interest for the subject.

About one third of the respondents considers that also the personal characteristics of the trainer(s) are decisive: good gender trainers are flexible, open, communicative, and have excellent social skills.

*“Good: a trainer encourages participants in a positive way to promote gender equality by giving concrete examples of good practice; he/she is able to show the concrete and effective way of promotion of gender equality. Bad: a trainer blames and criticizes participants for a bad situation in gender equality, for not using gender sensitive language and so on.*

*Good : a trainer is familiar with the field of expertise of participants (budgeting, education, prevention of criminality, health, industry, culture, agriculture, employers, trade unions etc.) and is able to give concrete examples from the field of participants' activities. Bad: a trainer knows only the theoretical part of gender equality issues (i.e. new graduates, some academics) and has no idea of real life, e.g. a trainer on equal pay does not know the formal and informal rules in collective bargaining.” (Czech respondent)*

Equally important are the methodology and techniques used in the training: nearly one third considers that a good training involves the participants in exercises; makes them acquainted with gender instruments; uses participatory and interactive techniques.

Also the practical dimension of the training (with good practices pointed out; concrete examples being given) and the immediate applicability and relevance for the trainees' professional activity are considered important factors (by one in five respondents).

Another important criterion that contributes to the success of a gender training is a homogeneous composition of the participants' group (in terms of professional background and as regards gender knowledge) and the training being tuned in to the needs and knowledge level of this group (indicated by nearly 20%).

Less important, but nevertheless mentioned various times are:

- the fact that the training is evaluated on different aspects;
- the physical aspects and logistics: location, space, time, programme;
- a good balance between theory and practice.

Some respondents pointed out effects that a 'good' gender training realises:

- awareness-raising among the participants to the subject of gender;
- participants gain insight in gender roles and stereotypes, gender differences and inequalities and how these are (re-)produced or altered;
- redefinition of gender roles;
- contributes to overcome stereotypes among the participants;
- changes in attitudes,
- Participants take courage to act in a concrete way for gender equality.

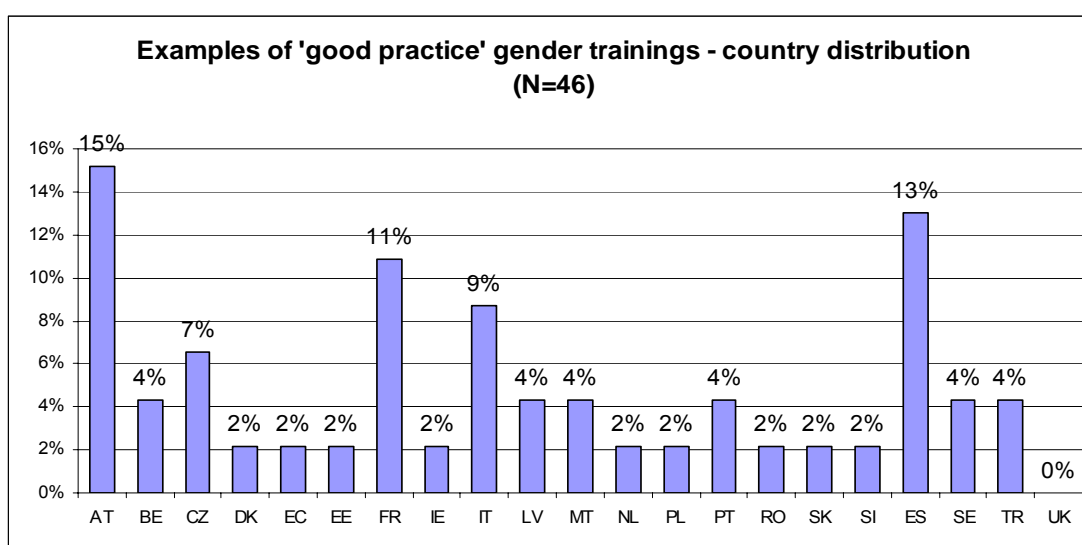
### 3.5. Analysis of 'good practice' examples of gender training

The questionnaire provided the opportunity for the respondents to describe one 'good practice' example of gender training. In total, 46 such examples of 'good practice' gender trainings were provided by the respondents to the survey.

#### **Sample of 'good practice' trainings : country of origin**

The table below provides the overview of the distribution over the countries of the total number and origin of 'good practice' examples on which this analysis is based.

*Graph: Number of 'good practice' examples of gender trainings by country*



#### **Surrounding conditions**

As to the format of these trainings, nearly all (41, or 89%) are provided face-to-face only, two were online courses, and another two had mixed formats – while one respondent did not specify the format.

The length of these trainings ranged from 2 hours (minimum length indicated) to a course of 200 hours (which corresponds to 25 full days). When the total length of the trainings (even if sessions are not given consecutively) is grouped in categories, the following distribution is obtained.

*Table: Total length/duration of 'good practice' gender trainings (N=43)*

| Total length / duration of the training | Number (N=43) | %   |
|---|---------------|-----|
| Less than one day                       | 8             | 19% |
| One to 1.5 days                         | 10            | 23% |
| Two to three days                       | 15            | 35% |
| About four days                         | 4             | 9%  |
| Five days or more                       | 5             | 12% |

Those that provided the longest trainings specified:

- 15 days, not consecutively
- 200 hours
- 40 hours of lectures
- 4 modules of 2 days
- 7 modules of 2 days

It must be noted that ten respondents specifically indicated that the trainings were split over various non-consecutive days, modules or sessions. One session typically takes about half a day (up to six hours in one case).

One 'good practice' example (from Belgium, aimed at women in management positions and focussing on personal competencies) indicates a training that is spread over five group sessions (one evening per month) and two individual coaching sessions.

Concerning the timing of the course, in the majority of good practice cases (about four cases out of five), the course takes place within regular working hours. In only six cases, the course takes place outside the regular working hours. For another six cases, it was not specified whether the course takes place within or outside regular working hours.

### **Target group and composition of audience**

The respondents were asked in an open-ended question to describe as precisely as possible who was/were the target group(s) of the 'good practice' example of gender training. From this analysis, it appeared that the audiences of these trainings were quite homogeneous groups. One Czech respondent also highlighted the importance of ensuring homogeneous groups, both in terms of level of gender knowledge and of professional background of the participants, to allow for the gender training to be really effective.

Half of the trainings put forward as 'good practice' cases were organised for civil servants, either specifically for staff in management positions or for civil servants of all hierarchical levels. Examples of such trainings were provided for local (municipal), regional as well as national level public authorities' staff.

Other target groups which are quite commonly addressed by various trainings in different countries (each time about five cases) are:

- teachers and other educational staff (e.g. student advisors);
- staff from trade unions;
- staff from NGOs;
- (gender) trainers.

Some specific groups were mentioned once or twice:

- lawyers and judges;
- researchers and scientists;
- management staff from private companies;
- women in management positions;
- elected local politicians and representatives from political parties;
- physicians heading a hospital department;
- responsible persons from vocational and professional training centres;
- consultants.

Two of the 'good practice' examples were open only to women; one did not specify this, and the remaining 43 trainings (93%) were open to both men and women.

Only five of the examples were compulsory trainings, one was voluntary for clerks while compulsory for executives; 37 were voluntary trainings.

Only for ten gender trainings it was specified that there was some sort of incentive for the participants in the course:

- a formal recognition in the form of certificates or other evidence of participation in five cases;

- the fact that accommodation and meals are offered for free and/or that the course takes place during office hours is considered as an 'incentive' in three cases;
- credits (1 case);
- attendance being recognised and taken into account (within continuous education scheme) by employer (1 case).

As regards the approximate or average number of participants per training, it appeared that the large majority (41 cases, 91%) counted more than 10 participants. In two cases, the number of participants is two to five; and in two other cases six to ten participants.

### **Trainers**

The professional background of the trainers is presented in the table below. The respondents could tick more than one category as background for the trainers in their 'good practice' case, which is why the percentages add up to more than 100%.

*Table: Professional background of trainers in 'good practice' gender trainings? (N=44)*

| <b>Professional background of the trainers</b>             | <b>Number (N=44)</b> | <b>%</b> |
|--|----------------------|----------|
| Professional consultants or trainers                       | 28                   | 64%      |
| Academics  | 18                   | 41%      |
| Staff from NGOs  | 9                    | 20%      |
| Administrators (mostly from the gender equality machinery) | 8                    | 18%      |
| Staff from enterprises                                     | 5                    | 11%      |
| other  | 8                    | 18%      |

Among the 'others', three indicated that trainers had a background as judge or lawyer.

As regards the sex balance in the trainer team, it appears that most did not have a balanced team, with women usually being in the majority among the trainers:

- women were overrepresented among the trainers in 29 cases (of which one specified the team consisted of women only);
- there was a sex balance among the trainer team in nine cases;
- the question was not answered for four cases;
- two just stated there was no sex balance – without indicating which sex was overrepresented;
- two indicated men were overrepresented among the trainers;
- one specified there was only one trainer (not specifying the trainer's sex).

### **Finances**

In 39 cases (87%), the participants did not have to pay a participation fee for the gender training, while in five cases there was a fee asked:

- 20 to 30 euros for the course; but the total cost amounted to 100-120 euros including accommodation and meals (for a course taking place over a weekend; Spain);
- 100 euro for a one-day course (wide target group; aimed at developing personal competence; Sweden);
- 290 euro for 7 two-day modules (aimed at women who are active or want to become active in politics; Austria)
- 880 euro for a half day course (target group: civil servants in management positions; Czech Republic);
- 2000 to 2500 euro for 3-4 workshops with different gender themes (aimed at public and private bodies; Italy).

### **Objectives and content of the training**

Regarding the goal of the training, the development of personal competence appeared the most important aim in the 'good practice' cases. In total, 44 respondents answered the question (more answer possibilities could be ticked). The table below shows the results obtained.

*Table: Goal of the 'good practice' gender trainings (N=44)*

| <b>The training was directed at ...</b> | <b>Number</b> | <b>%</b> |
|---|---------------|----------|
| personal competence                     | 34            | 77%      |
| policy development                      | 27            | 61%      |
| policy implementation                   | 26            | 59%      |
| other aim                               | 9             | 20%      |

As 'other' aims were mentioned:

- creating a trainers pool of 100 trainers
- reflexion, experience exchange
- awareness raising
- knowledge policy, sensibilisation
- more women in politics
- to develop a new pool of professionals capable of applying the methodology
- updating legal experts about developments in legislation on discrimination based on sex, as well as on other types of discrimination
- to exchange experiences
- networking of women

The answers to the question which other inequalities / categories are covered (such as disability, sexual orientation, ethnicity, age, religion, etc.) and how these are addressed in the respective gender training indicate that only a minority of the trainings also addressed other inequalities: in twelve cases other categories are covered, although from a gender perspective - thus highlighting intersectionality. Age, ethnicity and disability were the categories most often indicated, followed by sexual orientation, cultural differences or 'diversity' in general.

A few respondents specified there are other trainings which are either more broadly positioned as 'diversity trainings' (as is the case e.g. in Austria), or more specifically focus on other inequalities (like e.g. in the Czech Republic). One Belgian respondent points out that the gender training which was initiated in 2004 has been replaced by a 'diversity' training, following a political decision at the federal level to implement a 'diversity policy'.

### **Methodologies and techniques used**

Key elements for a good gender training appear to be the active contribution and involvement of the participants. The emphasis on the practical applicability of the acquired knowledge and competencies is crucial. 'Practice' and 'examples from practice' were frequently mentioned as material for learning and discussion. In this context, the importance of the trainer's knowledge of practice, rather than a purely theoretical knowledge of gender equality issues was also highlighted.

For most cases a variety of techniques is listed to realise the active participation of the trainees, while 'lectures' and theory are kept to a minimum.

Most often mentioned (in nearly half the cases) was group work or exercises done in (small) groups. In several cases, such group work is followed by presentations of the results to the whole group and discussions. In general, discussions and exchanges about real life experiences between the participants are also frequently used techniques.

Other methods or techniques used in 'good example' gender trainings include:

- role plays;

- questionnaires;
- analysis of texts (e.g. press clippings to identify inequalities or to analyse the language used);
- film material analysis;
- brainstorming;
- games;
- cards play;
- coaching and advise to individual participants;
- individual work, including home work.

### **Evaluation of training**

The large majority of the trainings presented as 'good practice' case are evaluated. Only in two cases, the respondent indicated that the training was not evaluated, while for seven cases this question was not answered.

Evaluations are in most cases formal evaluations, which can take different forms. A majority of the trainings are evaluated through a combination of various techniques, covering different actors: participants, trainers and organisers.

Elements that are typically covered in an evaluation of the training by the participants are:

- in how far participants consider that the objectives of the training have been realised;
- to what extent they find the acquired knowledge applicable in their job;
- which of their expectations or needs were not addressed by the training;
- which aspects were positive or did the participants particularly appreciate;
- suggestions for improvements to the training.

Evaluation or satisfaction questionnaires completed by the participants at the end of the training are the most common technique used for evaluating trainings (applied in 24 cases). Other techniques used for evaluating the trainings that were mentioned several times are:

- a report by the organisers
- a debriefing / feedback session between the trainer and the organisers
- an open discussion with the participants at the end of the training

Were mentioned only once:

- a report by the participants
- a report by the trainer
- a satisfaction questionnaire to be completed by the trainer
- an external consultant was commissioned to evaluate the project in which context the training took place, who also evaluated the training

Informal evaluations in the form of 'feedback received from the participants' was mentioned in four cases.

Various elements are evaluated: the training itself; the trainer; the process; the effects. It can indeed be considered very positive that in five cases also the effects and even the longer term impacts of the training are evaluated:

- for three cases, it was indicated that the acquired competencies of the participants are evaluated, for example by verifying whether the language used in working documents produced by the participants after the training is gender neutral;
- in the case of a training aimed at explaining and offering didactical material to prevent gender violence, the effective use of the material by the target groups is evaluated;
- the gender equality in the personnel policy of the institution is monitored in one case.

Nearly all evaluations take place at the end or after the training. In only two cases it was specified that also mid-term evaluations were organised.

**Conclusions as to features of a 'good' or 'ideal' gender training (for validation):**

- Face-to-face training, with a total length of two to three days, provided in separate, non-consecutive modules, within regular working hours.
- Emphasis on development of personal competence and on the practical applicability of the acquired knowledge and competencies.
- Participatory techniques: active contribution and involvement of the participants.
- The group of participants is homogeneous and the training is tuned in to the needs and level of knowledge of the participants.
- No participation fee; voluntary participation.
- Preferably a recognition / incentive in the form of a certificate for having followed the training.
- A good training is evaluated on various aspects by the different stakeholders, so that improvements can be realised.
- A sex balance in the trainer team does not seem to be a requirement or an important issue.

#### 4. General concluding remarks

The results we presented in the previous pages have to be considered as a first step of the OPERA research within the QUING project. Nevertheless, some important conclusions can be drawn from the data we gathered, which enable us to identify some tendencies, as well as strengths and weaknesses of gender training in Europe upon which some tentative recommendations for future best policy practices can be made. Generally speaking, although gender training is not a new training activity in some European countries, researches on gender training are quite rare. In the following remarks, we will present the main conclusions on gender training understood as training planned, organized or/and commissioned by public institutions and targeted at politicians, civil servants and public administrators.

The first comment we can make is that gender training is not systematically nor regularly organized. If the aim is to mainstream gender in all policies, at all levels and stages of the policymaking process, the direction, highlighted in some best examples, is that of transforming the gendered organizational culture. For such a change to take place some regularity in gender training is needed. A first recommendation would then be to incorporate gender training more systematically in the policy training process and to reach all policy actors.

This non systematic landscape covers almost all aspect of gender training. There seems to be no common criteria on who should commission gender training, if that gender training must take place periodical or regularly, if it has any link to any kind of formal training system (for example, through requirements of a gender degree for trainers, or a requirement in the recruitment exam for being a civil servants –Basque region, Spain-), how can 'gender competence' of a trainer can be defined, who might/ought to be the targets, which should be the length, the format and the curricula of gender trainings. However, although in this diverse and quite 'arbitrary' landscape, we have found in this first research step, diverse and interesting practices to reflect on and from which we can draw some lessons.

As it was stated in the comments on the table summarising the results provided on **commissioners** of the three main State's public bodies (Legislative, Judicial and Executive), the Executive body is the most common actor in charge of providing gender training (about half of the country cases count with executive policy actors as general commissioning institutions). Legislative bodies, as well as Judicial ones, do not usually engage with gender training at the national level. Just three countries count with legislative policy actors as commissioners. Looking at the results found, we can draw some general conclusions: gender mainstreaming passes most of the times directly from the European Union to the National level only through the Executive Power without passing through the Legislative one. While the fact that Executive bodies are taking some responsibility about gender training targeted at their staff is indeed a positive sign, there appears to be a gap in the political institutions responsible for gender mainstreaming. One of our big concerns looking at the results found is the following: shouldn't gender training be targeted at politicians and MPs as well as it is targeted at actors implementing laws? Shouldn't there be debates in Parliament on gender mainstreaming? And shouldn't the political responsibility on gender mainstreaming and training lie also in MPs and members of political parties? This would favour greater visibility of gender mainstreaming in public debates and the potential for generating gender awareness and greater political will in support of gender mainstreaming. The little involvement of the legislative bodies in gender training could be due simply to the division of competences between the political bodies. Still, it seems that this gap must be taken into account if we aim at introducing gender mainstreaming and gender equality to all areas of the State.

Another general tendency in the way in which commissioners deal with gender training is emerging: the externalization in the implementation of policies undertaken by the public bodies also affects gender training. This tendency is materialized in the strong implication of women's and civil society's organizations in gender training of public personnel.

Concerning trade unions as well as political parties, we can conclude from our data that they are not especially involved in commissioning gender training in the different European countries.

The last remarkable trend on commissioners we have found in the information provided by the country researchers is that **Equality bodies**, such as Equality Ministries or specific units inside other Ministries, act as the most common gender training providers. Thus, specific equality bodies are still the most important actors within the state's machinery involved in gender mainstreaming and gender equality. In other words, specific equality bodies do matter for gender mainstreaming today. This data reinforces the argument in favour of a dual strategy of both gender mainstreaming and specific equality expertise. It supports the need to oppose a trend to dissolve gender specific bodies in the name of gender mainstreaming that has occurred in several cases, also in the European Parliament (when the existence of the EP Committee on Women's Rights and Gender Equality was questioned in the name of mainstreaming). The aim of gender mainstreaming is to make all policy actors become competent in gender, but since gender expert bodies are still the main promoters of gender training activities, their role in the mainstreaming strategy appears crucial. Moreover, the creation of specific gender training units within public bodies appears important to make gender training more effective and systematic. One question that needs to be explored is: what are the strengths and weaknesses of Equality Bodies vs. Public Administration General Training Institutions in providing gender training for public administrators?

One dilemma that emerges when analysing gender training, particularly with regard to commissioners, is what is probably the biggest dilemma of gender mainstreaming: how do we manage to make policymakers aware of the importance of training other policymakers on gender, when they are not gender-trained or gender-aware in the first place? How do we make public administrations realise that gender mainstreaming is important if they are not gender sensitive themselves? We seem to be caught here in a "vicious circle" of expecting that policy actors not particularly competent in gender policy have the task of commissioning training on gender for other policymakers. Here is where the importance of binding legislation on gender mainstreaming, gender equality policy, and gender training comes upfront and the role of specific equality agencies as promoting, catalysing attention, and monitoring gender training appears crucial.

One final factor to point out as concerns the resources for commissioning training is the role of EU funds (EQUAL, DAPHNE, PHARE) in promoting gender training in most Member States. The EU then has a role as commissioner of gender training in all EU member states. This finding reveals the positive impact of the EU in the mainstreaming of gender equality in the member states and the crucial role of EU funds for gender equality.

From the information gathered on **targets**, a general trend is clear: in all of the countries gender training is targeted mainly at administrators and civil servants, but quite rarely at politicians. Thus, the main targets of these organised trainings are staff members of the federal governmental bodies, ministries and public administration (in some countries the regional and local levels are also important), and civil servants in general. Moreover, from the countries that gave us information on the range positions of the administrators (such as Austria, Bulgaria, European Union, Germany and Hungary), people working in leading positions, high executives and potential leaders are referred as main targets of gender training due to their importance in policy making.

Another interesting aspect regarding the targets of gender training concerns MPs and politicians. Except for Austria and Germany, in most of the European countries MPs and politicians do not constitute priority targets of gender training. In fact, these two countries are the only that target this type of training at MPs (and in both countries most of the targeted MPs belong to the Green Party). Nevertheless, Belgium, Bulgaria, Estonia, EU and Sweden also target gender training at politicians, though in some cases only at female politicians: Austria, Belgium and Estonia.

The fact that only seven from the twenty seven countries (that provided us information on targets) promoted gender training at legislative level shows a lack of interest in such a training

addressed at MPs and politicians, thus being in contradiction with the mainstreaming perspective. These results highlight the fact that gender mainstreaming is being discussed neither at parliamentary level, nor at the political parties' level, as already highlighted when considering the commissioners of gender training. This reduces the possibility of transforming political institutions such as Parliaments and parties into more gender-sensitive bodies, which would have positive consequences for both the results of their policy-making and the creation of more women-friendly political environments for women politicians and MPs.

Despite the different results that were gathered among the countries and the lack of information concerning personal characteristics of the targets, a curious fact called our attention: in some countries gender training is targeted exclusively at women (female politicians; women that are potential leaders in public administration; female civil servants). Isn't this a contradiction of gender mainstreaming itself? Shouldn't mainstreaming be targeted at 'gender', which is the socially constructed relation of women and men, and not just at women? This could depend on the fact that the format of gender training tends to be more voluntary, and that women are more interested in taking these types of courses. However, it is a data that needs to be considered in view of a reflection on the need to elaborate minimum standards of gender training that aim at transforming existing unequal gender relations in the political and social sectors.

We must be especially cautious in assessing results on **trainers**, as the information we could gather on them cannot be considered exhaustive due to the difficulties in reaching this sector of the population and considering the lack of previous information on the issue. From our overview, it seems that trainers come more often from Women's NGOs, particularly, but not only, in the East European countries, than from state machineries. Individual trainers come from the academic sector, and particularly in some cases (e.g. Netherlands, EU) from private consultants. International and cross-countries collaboration seems to be an input for gender training (e.g. Cyprus with UK, some East European countries with Canada, Turkey with UNDP and NL, Romania with UNDP). In any case, more research is still needed in the area of gender trainers to be able to draw more general implications from the analysis. A question to consider concerns the desirability or possibility of creating a network of international gender trainers in Europe.

Crosscutting some of the results on commissioners, targets and trainers we can draw two conclusions:

1) In most of the European countries, the commissioners of gender training come mainly from the Executive bodies, they do not usually come from legislative bodies, and the legislative bodies (like politicians and MPs) are not priority targets of gender training. So, if on the one hand it is a good finding that gender mainstreaming passes through the executive in the way that is quickly implemented; on the other hand is worrying that it doesn't also passes through the legislative power. In fact, it is through the legislative power that a larger discussion can be promoted, getting more attention within media and arising public debate within civil society actors. Moreover, in order for gender mainstreaming to be effective and generate a more widespread gender knowledge and political will among policymakers, gender training should be targeted at all policy actors at all hierarchy levels, including politicians and MPs.

2) Another interesting result is the important role of NGOs as targets and trainers. The data we gathered on targets, for example, show that from the 27 countries that provided information on gender training targets, 11 countries have considered NGOs and trade unions as important targets of this type of training. This can be interpreted as the European general trend in which NGOs are becoming important implementing partners of public administration at local and regional level. On the other hand, the relevance leads us to whether there is a move from the state and its machinery to delegate gender training to the NGOs sector.

Regarding the **best examples** of curriculum (content, format, methodology, monitoring) cited in this report, as we have already highlighted, we gathered a set of very different information depending on the availability of material. Such difficulty in collecting homogeneous information has to be connected with the existing variety in practices of training across Europe. The format varies a lot: the duration, for example, varies from one session lecture of some

hours, to 14 days, with 7 sessions within more than one year. Some regularity can be found in the face to face format, which characterises most of the trainings. Such a format, linked to the methodology of active participation, emerges as an important feature in the best examples analysed: the use of work in group, role games and other active methods, plays a core role to develop a mainstreaming perspective in practice and to see how gender works in a group/society. Following this line, some best examples are particularly interesting because they are specifically focused on mainstreaming gender: in the Swedish case the participants had to map with a gender perspective the organizations of belonging, in the Danish best example the participants had to measure in terms of gender equality the resources allocation. In both cases (but see also Ireland) the participants had to apply what they learnt during the training to their organization of belonging. Also the case of The Netherlands (1), the European Union (2) and Portugal seem particularly interesting since the participants worked on internal policy documents, thus trying to use a transformative concept of gender starting from the analysis of the existing situation. In this sense, a theoretical input, followed by practical exercises seems the best option to achieve such transformation.

The content of the best examples analysed covers different issues, e.g. gender mainstreaming, gender budget, gender impact assessment, equality in employment, violence, work/life balance, women and politics, anti-discrimination, gender within organizations; gender based violence. Generally speaking intersectionality plays a minor role, except in 3 cases (Ireland, Malta and UK). In many cases a theoretical overview of gender is given to participants (Austria, Belgium, Bulgaria, Croatia, Finland, Greece, Ireland, Italy, Lithuania, Slovenia, Sweden and Turkey), followed by a part on gender mainstreaming (Latvia, Lithuania, Luxemburg, Malta, Turkey). In many cases this part was just the first one, followed by more specific content.

Access to the training is usually voluntary, just in the best examples provided by The Netherlands and Spain it was compulsory. Thus, the best examples analysed frame gender training as something additional, not necessary to implement or develop equality policies. Recommendations on the option voluntary/compulsory training need further reflection and debate with experts and practitioners in the field, but some preliminary ideas can be launched. The option of making training compulsory has the advantage of reaching political targets that would otherwise be difficult to achieve: this refers especially to high rank but also medium-rank male policymakers and politicians. However, training unwilling policymakers can be challenging for trainers and not so effective from the motivational point of view. Perhaps incentives to participate in the training and compulsory legislation requiring gender impact assessment of all policies could motivate uninterested targets to participate in the training. In any case, the choice of making gender training optional or compulsory needs to be assessed taking into account the specific contexts of application.

Concerning monitoring, in most of the best examples, information on monitoring is not available. In two cases the answer was that no monitoring had taken place, while in the other cases it occurred but it had different meaning and was made in very different ways. Although more research is needed in this field, this finding already calls our attention on the need to establish some criteria for defining what would be a good monitoring system of gender training.

As concerns the content of gender training, at this stage of the research we are not able to say which kind of gender (and gender equality) concepts are promoted in the gender training offered. We would need more detailed information on the training courses to be able to perform this type of analysis. However, important questions for us to raise are the following: what type of equality is put forward? What concept of equality is used and promoted? If we take the typology of gender equality as 'inclusion', 'reversal' and 'displacement' discussed by scholars in gender and political theory (Squires 1999; Walby 2005; Verloo 2005), it seems that the three concepts are relevant to target in a gender training curriculum. Nonetheless, special emphasis should be placed on the concept of 'change' and 'transformation' ('displacement') so that gender training can introduce the idea of changing unequal power relations, changing organisational structures, and policy mechanisms, as well as changing personal attitudes and behaviour.

Some reference to power mechanisms seems also necessary in the content of a gender training curriculum to understand the reasons why and the ways in which gender inequalities are created and reproduced within public policies. As Joan Scott argues in her definition of

gender, power and gender are strictly linked, if only because “gender is a primary way of signifying relationships of power”. According to Scott gender becomes implicated in the conception and construction of power itself, because gender references establish to a certain extent distributions of power, that is differential control over, or access to material and symbolic resources (Scott, 1986:1067, in VV.AA. 1999).

As a final important point, the little reference in the content of gender training to gender intersecting other inequalities calls for attention on the need to discuss the issue of intersectionality, the extent to which the concept of gender is open to other inequalities, and the ways of tackling it in policymaking. Inputs for minimum standards on the latter will come in the near future from the QUING strand of research on the issue called STRIQ.

Finally, as a way of wrapping up our concluding remarks, we would like to pose, in a format of bullet points, some concluding reflections and recommendations of criteria to take into account when designing minimum standards of gender training:

- The need of a more systematic and regular gender training of all policymakers and politicians (MPs and party members included) at all hierarchical levels
- The importance of having both the Legislative and the Executive power as Commissioners and Targets of gender training
- The importance of having specific Equality bodies that act as experts and monitor the process of gender training: dual strategy of both gender mainstreaming and specific equality expertise
- Specific gender training units within public bodies could make gender training more effective and systematic
- The need to target in the gender training both men and women (not only women)
- The importance of approving binding legislation on gender mainstreaming and gender training
- The need to debate among experts the option compulsory/voluntary training
- The need to introduce incentives for the participation of policymakers in the gender training
- The importance of reflecting on what can be the best gender training strategies to make public administrations, who are not sensitive in gender, realise that gender mainstreaming matters
- The importance of taking into account the role of NGOs – that are crosscutting all categories (commissioners, targets, trainers)- and what does this imply in the context of the contracting out of services on the part of public institutions
- The need to discuss what is the ‘gender competence’ that should be required to trainers, which would be the requirements, if any, for gender trainers, and who should train the trainers.
- The importance, in the content of curricula, of mixing theoretical aspects and practical exercises where participants apply what they learnt on gender to their own organisation and context (in line with the criteria that gender mainstreaming should promote a shift in the organisational behaviour)
- The methodology of active learning: use of work in group, role games and other active methods
- In the content of training a special emphasis should be placed on the concepts of ‘change’ and ‘power’: changing unequal power relations, changing organisational structures, and policy mechanisms, as well as changing personal attitudes and behaviour
- The need to discuss the issue of intersectionality, the extent to which the concept of gender is open to other inequalities, and the ways of tackling it in policymaking
- The need for more research to establish some criteria for defining what would be a good monitoring system of gender training
- The need to do more research on the different type of gender trainers
- The need for more research on the methodologies, format and content of gender training



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