COMPENDIUM OF GOOD PRACTICES IN TRAINING FOR GENDER EQUALITY

UN WOMEN
TRAINING CENTRE

TRAINING FOR GENDER EQUALITY
COMMUNITY OF PRACTICE

Contents

I. Introduction

The UN Women Training Centre's [7th Virtual Dialogue](#) (29th August – 16th September, 2016) centred on its recent landmark publication, the [Compendium of Good Practices in Training for Gender Equality.](#) It convened representatives of 6 of the good practices featured in the Compendium alongside over 400 participants – encompassing gender experts, training practitioners, researchers, academics, representatives NGOs and international development organisations. Details on the participants, panellists and questions posed during the Virtual Dialogue are available in the Annexes of this Report.

The Virtual Dialogue offered a unique space to reflect on key elements of good practices in training for gender equality, the challenges training may face, and ways of collectively overcoming these hurdles. In this way, the Dialogue supported UN Women and its stakeholders to move towards ever more effective "good practice" in transformative training worldwide. The aim of this Report is to provide an analytical synthesis of the discussions during the Dialogue and explore ideas for future research and debate concerning good practices in training for gender equality.

Background: Compendium of Good Practices
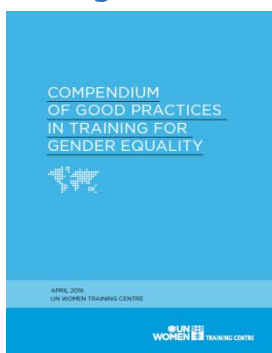
In April 2016, the UN Women Training Centre launched its [Compendium of Good Practices in Training for Gender Equality](#). This knowledge product offers in-depth information on 10 exemplary cases of training for gender equality.

> **What is Training for Gender Equality?**
> *A transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviours. It is a continuous, long-term process that requires political will and the commitment of all parties to create an inclusive, aware and competent society to promote gender equality.[1]*

As a research publication, the Compendium breaks new ground in analysing training interventions, outlining examples of dealing with challenges, and offering a collection of tools and activities for training for gender equality. It aims to make both an empirical and an analytical contribution to the field, especially in terms of identifying the characteristics of a "good practice".

Objectives, Format and Key Questions

Objectives of the 7th Virtual Dialogue	**What are Virtual Dialogues?**
To discuss the good practices featured in the *Compendium of Good Practices in Training for Gender Equality*, as well as to reflect on important elements of good practices in this sphere, and key lessons learned to inform the field of training for gender equality. This was an exciting opportunity to reach out to a broad audience, including the 1,800 members of the Training Centre's Community of Practice, generating discussion	*Virtual Dialogues are online discussions aimed at promoting debate, dialogue, ideas and information on topics related to training for gender equality that respond to the interests, needs and motivations of the [UN Women Community of Practice (CoP) in Training for Gender Equality](#). They aspire to develop effective and inclusive processes of collective knowledge production with the end goal of improving the quality and*

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[1] UN Women Training Centre (2015) *About Use*. Available: https://trainingcentre.unwomen.org/mod/page/view.php?id=45

The Virtual Dialogue comprised a 3 week online discussion forum and two hour-long Webinars, in English and Spanish. During these live Webinars, 7 invited speakers gave short presentations on their good practices featured in the Compendium and responded to questions from the audience. The Webinars were introduced by Alicia Ziffer, the UN Women Training Centre's Training Programme Coordinator, and moderated by Ruya Leghari and Emma Wretblad, co-consultants for the Compendium. Recordings of the Webinars were posted to the CoP platform, where a dedicated discussion group elicited debate among CoP members. Details of the format of the Virtual Dialogue and the key questions that guided debates are outlined in the event's Concept Note.

II. Good Practices in Training for Gender Equality

This section presents an analytical summary of the debates held over the course of the Virtual Dialogue, focusing on the key questions raised by the Concept Note and additional questions and insights which emerged during the Webinars and forum discussions.
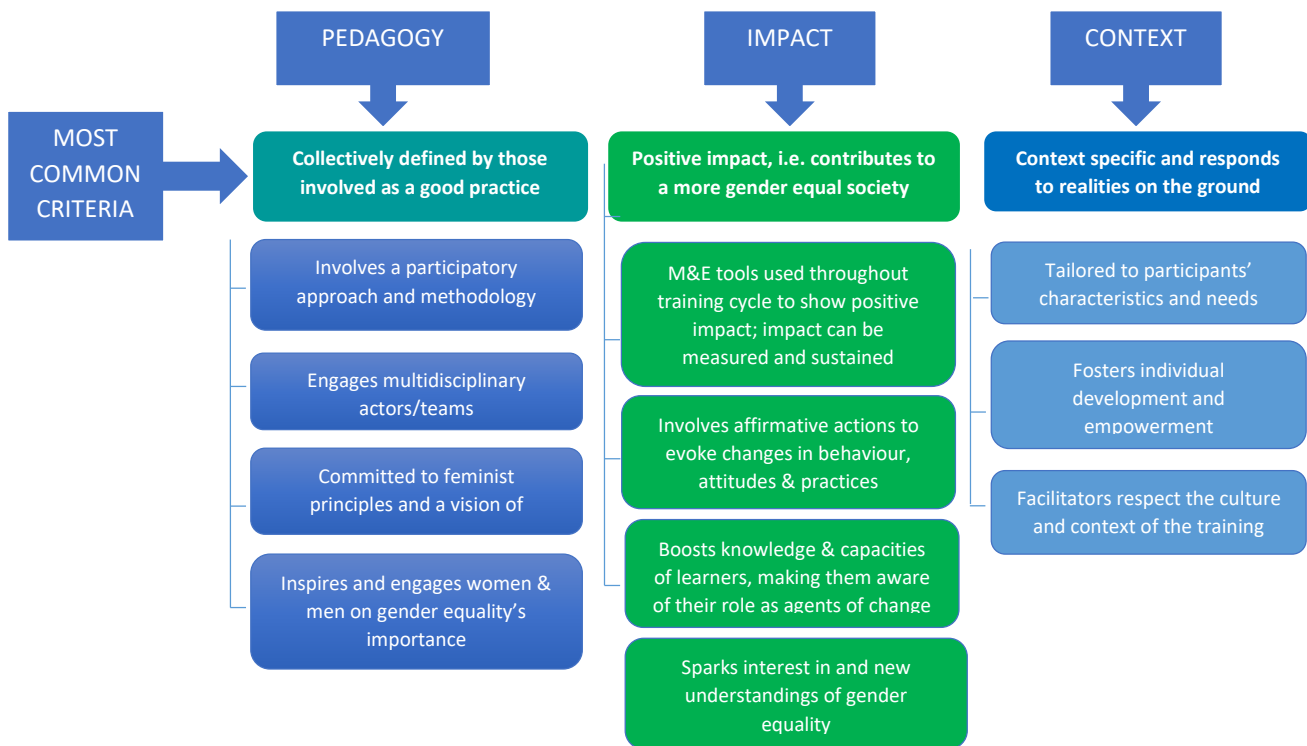
Definition and Criteria of Good Practices in Training for Gender Equality

"Gender trainings are unique as they challenge systems of power by questioning the established social order. To operationalise this, we can't just present abstract concepts." – Jane Kato-Wallace, Promundo representative & Webinar panellist

The first week of the Virtual Dialogue was dedicated to discussing the criteria which comprise "good practices" in training for gender equality and outlining what a good practice entails in this sphere. Participants in the forum discussion and Webinars highlighted several key aspects of good practices (*see Figure 1*). These may be grouped into three overarching criteria:

1.   **Pedagogical and methodological approach** – a good practice should be collectively defined, involve multidisciplinary teams and commit to participatory methodologies and feminist principles.
2.   **Impact, change and sustainability** – a good practice should have a positive impact on people's lives at the individual and societal levels. It should use monitoring and evaluation (M&E) tools that can gauge, assess and reflect this impact. It should elicit transformative change in behaviours, attitudes and practice. These changes should not be lost, but rather they must be sustained over time.
3.   **Context specificity** – a good practice should be culturally sensitive and tailored to the needs and characteristics of trainees, e.g. demographic traits like age, sex, cultural background, professional experience, gender, etc. Good practices are better able to thrive in a favourable political context.

Figure 1 - Key criteria of good practices highlighted by Virtual Dialogue participants

PEDAGOGY	IMPACT	CONTEXT

MOST COMMON CRITERIA →		

Collectively defined by those involved as a good practice	**Positive impact, i.e. contributes to a more gender equal society**	**Context specific and responds to realities on the ground**
Involves a participatory approach and methodology	M&E tools used throughout training cycle to show positive impact; impact can be measured and sustained	Tailored to participants' characteristics and needs
Engages multidisciplinary actors/teams	Involves affirmative actions to evoke changes in behaviour, attitudes & practices	Fosters individual development and empowerment
Committed to feminist principles and a vision of	Boosts knowledge & capacities of learners, making them aware of their role as agents of change	Facilitators respect the culture and context of the training
Inspires and engages women & men on gender equality's importance	Sparks interest in and new understandings of gender equality	

Change and transformation were underscored as being at the heart of successful training for gender equality initiatives. A key feature of such change was identified as increased awareness and enhanced knowledge of gender equality among training participants in their daily lives, institutions and communities.

The challenge of demonstrating training's impact was widely acknowledged. Participants connected this to the scarce use of effective monitoring and evaluation (M&E) tools and limited political will in terms of dedicating funds and resources to evaluating training initiatives. In both Webinars, audiences expressed great interest in M&E and the use of tools and methodologies to capture training's transformative impact. The need for more attention to M&E as components of training's sustainability was highlighted in the Compendium. Since change is not generated by training in isolation, it is difficult to discern what impact training has had, or attribute long-term results to training.[2] Nevertheless, the Compendium presents strong examples of evaluation methods that may be replicated, like Promundo's Gender-Equitable Men Scale.

"It is possible to define some collective ideas of good practice in training for gender equality [...] these values entail a commitment to feminist politics, and a vision of transformative change for gender equality [... and] can be reflected in a series of aspects of training, such as pedagogical approaches, evaluation and course design." – Lucy Ferguson, Lead Compendium Consultant & Virtual Dialogue forum participant

"For me, a good practice has the aim of changing behaviours, attitudes, and procedures, so as to [...] eliminate gender gaps, inequalities, power relations, and violence against women." – Jenny Dominguez Rivas, Virtual Dialogue discussion forum participant

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[2] UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality.* Santo Domingo: UN Women Training Centre, p. 22.

The **pedagogical and methodological approach** of training for gender equality was highlighted in the forum discussion. According to contributors, these approaches should be grounded in feminist politics, including the use of participatory methods throughout the training cycle; innovative and interactive methodologies; and the engagement of multidisciplinary teams. Crucially, good practices should be collectively defined. This relates to key themes featured in the Compendium, such as the importance of the "Theory of Change" adopted by training initiatives, as well as the value of participatory planning and learning.

> *"Any practice that is successful in leaving its impact over the learners would count as a good practice."* – Fasiha Farrukh, Virtual Dialogue discussion forum participant

> *"A 'good practice' in training for gender equality must be able to impact learners behaviour and enable learners to become conscious of their power to act as agent of change for themselves and for their environment."* – Alain Philippe Binyet Bi Mbog, Virtual Dialogue discussion forum participant

Other core criteria noted by participants included **engaging men and boys** and looking at how gender norms are experienced from a masculinities perspective, as this promotes a more holistic understanding of gender and how it is a relational concept. The importance of gauging and enhancing participants' motivation at an early stage was also raised, as a lack of motivation would impede the realisation of a "good practice".

According to contributors, good practices must be responsive to the specific **context, needs and characteristics** of participants. It is imperative to understanding the reality on the ground. Based on this, appropriate, context-specific strategies and methodologies must be created. These should drive forth gender equality and participants' empowerment.

> *"The process we have been living has showed us that, above all, we need to respect the culture – where are we situated? What are the values here? What are the beliefs?"* – Jacqueline Duran, DIMA-COMIBOL representative and Webinar panellist
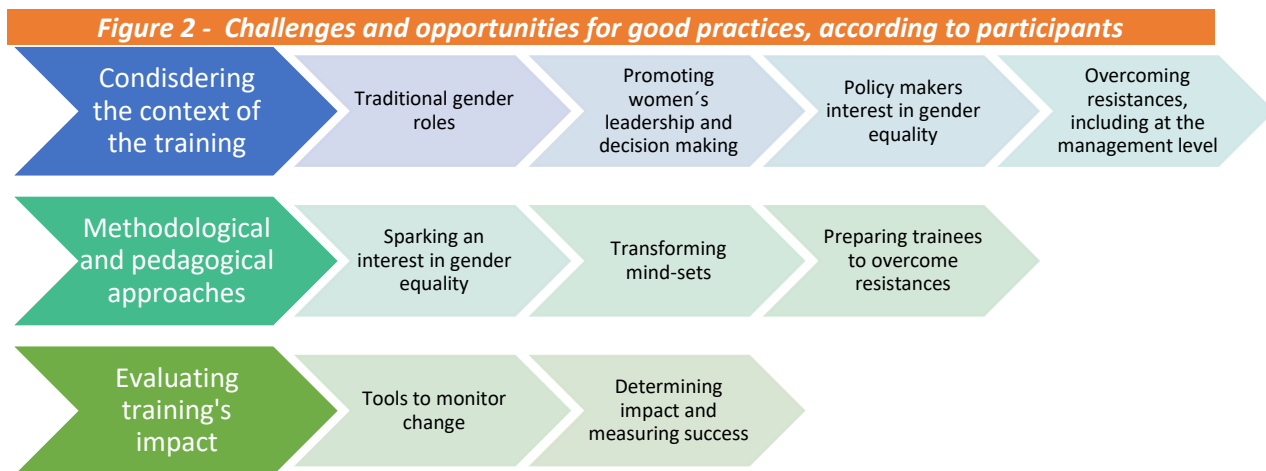
> *"A core value trainers should have is to be aware of the regional and national context where they are doing the training."* – Mehrinaz El-Awady, ESCWA representative and Webinar panellist

A needs-based diagnosis prior to training, including the collection of demographic data, is especially useful. So too is the role of facilitators in understanding the culture and context of the training. Thus, it is important for trainers, as "outsiders", not to impose their beliefs or values on trainees. Tailoring training to the target audience was a marked feature of all 10 good practices included in the Compendium, which made it a priority to respond to specific cultural, political and sectorial contexts and, as far as possible, recruited local trainers.

Lessons Learned, Challenges and Opportunities in Training for Gender Equality

During the second week of the Virtual Dialogue, key lessons learned, challenges and opportunities in training for gender equality formed the basis for debate in the forum discussions and Webinars. As Figure 2 shows, key aspects brought to light during Week 1 were raised again, including:

- The importance of considering the **context** in which training takes place;
- **Evaluating** training's impact; and
- Innovative **pedagogical** and **methodological** approaches.

Figure 2 - Challenges and opportunities for good practices, according to participants

| Condisdering the context of the training | Traditional gender roles | Promoting women´s leadership and decision making | Policy makers interest in gender equality | Overcoming resistances, including at the management level |

| Methodological and pedagogical approaches | Sparking an interest in gender equality | Transforming mind-sets | Preparing trainees to overcome resistances |

| Evaluating training's impact | Tools to monitor change | Determining impact and measuring success |

Resistances emerged as a recurring concern related to these aspects. Resistance was conceived of as a challenge at the contextual level, while posing difficulties to methodology and evaluation. Nevertheless, participants pointed out that harnessing resistances can turn them into opportunities to adapt and improve training initiatives, e.g. by fine-tuning the methodological approach used.

> *"Three words: "spark an interest" are the biggest challenge in every practice. If that is achieved, then we have a 'good practice'."*
> – Romina Soledad, Virtual Dialogue discussion forum participant

With respect to **local contexts**, forum contributors highlighted **traditional perceptions of gender roles** as a pressing challenge. Yet, this too offers opportunities to search for new strategies to enhance training, e.g. reaching out to town councils and promoting women's involvement as decision-makers in communities. This points to the importance of understanding local realities, identifying appropriate tools and promoting local actors as change agents. There is also a need to demonstrate the applicability of positive gender equality practices concerning in real life scenarios in order to translate learning from training into tangible, lasting change.

Box 1. Case Study: Amgaili Mujtar's and Alain Philippe Binyet Bi Mbog's real life experiences

- A training initiative for immigrant women in Bilbao, Spain sought to address traditional beliefs regarding women´s and men's roles. Women were seen solely as care givers and trainees felt compelled to obtain their husbands' permission to take part in training. Similarly, in the context of training for Sahrawi refugees, adaptations were required to raise awareness of gender issues, e.g. reaching out to town councils and creating a toolkit to support municipal gender equality strategies.
- In a case from Cameroon, traditional beliefs made trainees feel that gender equality was an aim which cannot become a reality. Overcoming such perceptions and transforming mind-sets was a challenge. Changing views averse to women's education enabled the establishment of a new school for the indigenous Mbororo people, where training for teachers enabled them to implement gender mainstreaming within the school and promote gender equality in their interactions with parents. Critical thinking was central, as was women's involvement as community leaders/decision-makers.

Resistances at the **political level**, particularly among senior management, were repeatedly noted by contributors. Among the issues raised were: policy makers' lack of interest in social concerns like gender equality; struggles over budgets; and the challenge of ensuring buy-in at all levels of an institution, including among managers. High-level resistance was linked by contributors to the difficulty of sustaining training's gains over a longer-term. This was highlighted by the Compendium, where a

conducive political institutional context proved essential for training's lasting impact, encompassing both management support and a willingness to allocate funds and resources to training. Participants suggested ways to address such resistance, for instance, working towards the institutionalisation of gender equality in government frameworks (e.g. in laws, policies and long-term development plans); engaging senior managers via one-to-one meetings; targeted training for senior management; and demonstrating how gender equality is transversally relevant for everyone, at every level of an organisation or society.

> "*There is a deep political resistance [in Brazil] today to gender equality and especially to sexual diversity. These are challenges we have to confront and find a means of overcoming.*" – Danielle Lopes, Promundo representative & Webinar panellist

> "*Peer engagement with women as well as men is important, so they can reinforce and support each other in making […] changes. Long-term sustained change is difficult. This is about power dynamics, and changing these power dynamics is very challenging.*"– Jenn Williamson, ACDI/VOCA

These issues were linked by contributors to the **methodological approaches** of training initiatives. The need to "spark an interest" in gender equality was seen as a major challenge for any training. This is especially necessary and difficult when participants do not understand why a gender perspective is necessary for their work, or in their daily lives and communities. One means of negotiating individual resistances is employing a participatory approach when planning and implementing training. By bringing together stakeholders from all levels, such a participatory exercise is well placed to bring lasting change to communities and institutions. Other ways of adapting methodology to overcome challenges include improving intersectional tools to create a more inclusive environment. For online training, harnessing technology to make online platforms more interactive and engaging is a key means of addressing concerns like participants feeling isolated in online learning environments.

Finally, **evaluating the impact** of training remains a pressing issue that has yet to be comprehensively tackled. Questions raised by participants touched on the practical aspects of evaluation – e.g. what tools can be used to monitor change? – and more theoretical issues – e.g. how impact can be determined or how success can be measured? As Box 2 reveals, contributors were eager to debate challenges posed by evaluation. Another concern was how to evaluate change without fomenting resistances, which could be sparked – for instance – if trainees feel evaluation methods are an added burden.

> **Box 2. Examples of participants' questions on M&E in the forum discussion and the Webinars**
>
> ➢ *Can a survey or final project by training participants be used as an evaluation tool without feeling like a burden?*
> ➢ *How permanent are changes after training ends?*
> ➢ *As the term "empowerment" is very broad, how can we measure women's empowerment?*
> ➢ *How can success be assessed?*

Strategies for Strengthening Training and Linking Practices, Research and Theory
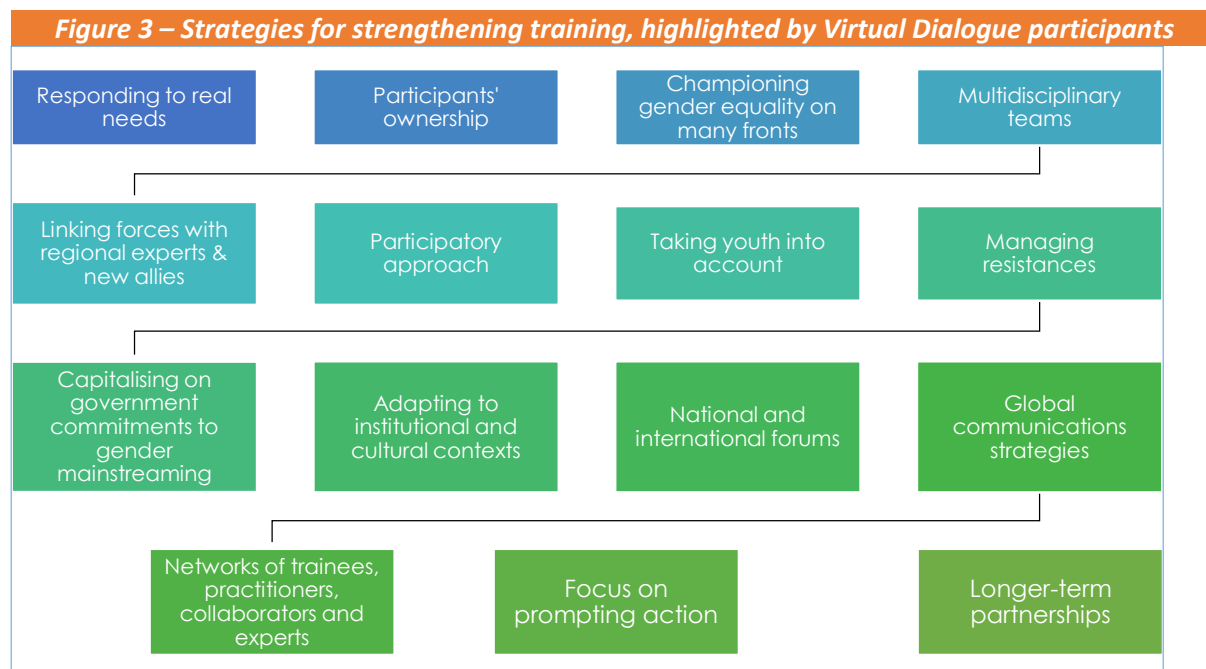
Also during the second week of the Virtual Dialogue, participants identified strategies to strengthen training for gender equality, harkening back to key issues previously raised in the debate, namely:

- Adapting to political, cultural and institutional **contexts**; and

- **Transformative methodologies**.

In terms of linking practice, research and theory on training for gender equality, contributors called for:

- Global, regional and national **partnerships** and **communications** strategies.

Figure 3 – Strategies for strengthening training, highlighted by Virtual Dialogue participants

Responding to real needs | Participants' ownership | Championing gender equality on many fronts | Multidisciplinary teams

Linking forces with regional experts & new allies | Participatory approach | Taking youth into account | Managing resistances

Capitalising on government commitments to gender mainstreaming | Adapting to institutional and cultural contexts | National and international forums | Global communications strategies

Networks of trainees, practitioners, collaborators and experts | Focus on prompting action | Longer-term partnerships

> *"Change takes time. For that reason you have to invest in developing long-term partnerships and focus on transforming the institution from the inside with longer-term strategies."* – Jane Kato-Wallace, Promundo US & Webinar panellist

To adapt training to **political, cultural and institutional contexts,** participants recommended capitalising on governments' expressed commitment to gender mainstreaming. As the financial crisis has often been used as an excuse to backtrack on equality processes, gender analyses of state budgets and expanded training for gender equality were identified as strategies to mitigate such trends. Building on existing in-house capacity and gender expertise were proposed to surmount budget constraints facing organisations today, including UN agencies. Online platforms, such as the ones used by MUPAN and Promundo PEGE, were also identified as means of rising above financial obstacles and reaching a larger audience.

In terms of **methodological approaches,** the use of capacity development assessments was highlighted as a way to strengthen training. By identifying the attitudes and knowledge of those involved, training

> *"To make sure change is long-term; strategies like self-help groups ran for a longer period of time than the training, allowing women to come together."* – Amit Kumar Singh, ASI representative & Webinar panellist

interventions can be tailored to their particular needs and demands. Before designing any kind of training and selecting an evaluation model, contributors noted that the "type" of training must first be determined. Preliminary questions must be asked before selecting the modality and content of training initiatives – e.g. What are our expected outcomes? Who is our audience? What are their preconceived notions of gender

norms, and what do they understand about gender equality? Do we want to foster skills to carry out a particular task? Are we trying to increase staff awareness?

Trainees' ownership of training initiatives is also imperative. In the view of contributors, this could be secured by making a practical case for how inequality affects trainees' lives. Personal and collective experiences should be made visible by championing gender equality on many fronts – in the policy sphere, the labour force and in education. As such, multi-disciplinary teams are key, especially when organisations from various spheres work together. A participatory approach to training was identified as essential for lasting change. Long-term transformation through training, moreover, requires training to be embedded in long-term change projects. In the experience of ASI and ACDI/VOCA, training for Indian women farmers was followed by the creation of self-help groups, enabling learning from the training to be applied over time.

Despite the usefulness of online platforms, some contributors felt these are not always appropriate. Transformative online training and creating a safe space in an online environment require a thorough understanding of the pitfalls and benefits of e-learning to ensure that trainees feel secure. Participants also pointed to youth training as the bedrock of sustainable future change.

Global, regional and national communications and partnership strategies were seen as fundamental for strenghtening training for gender equality, as well as for linking practice, research and theories. The value of linking forces with regional experts was highlighted by participants. There is a need for new allies – universities, private and public companies, research institutions and NGOs. Partnerships and

> *"Identifying expert groups in every region is very important for creating quality initiatives [in training for gender equality]."* – Amgaili Mujtar, Virtual Dialogue discussion forum participant

networking mechanisms offer spaces for sharing knowledge across sectors and regions. To bring about truly transformative change, partnerships must be long-term. This is vital to overcome the challenges of "one-off trainings" – e.g. brief trainings may risk doing more harm than good by failing to engage participants in participatory learning, causing them to view training as a top-down burden.

Box 3. Examples of partnership in training for gender equality, raised by Virtual Dialogue participants[3]
➢ The UN Women Training Centre's and ITC-ILO's blended course for UN System Gender Focal Points illustrates how partnerships result in effective training for gender equality. It enables the UN to work in an interagency manner and is delivered by the two agencies that offer training in the UN system.
➢ The MenEngage Alliance, a key partner of Promundo, is an example of a network that is proactive in sharing knowledge and experiences worldwide, especially on involving men as partners in training.
➢ To ensure sustainability after their training course, MUPAN maintained a network of participants and links with their multidisciplinary team of experts, teachers and collaborators. This allowed them to maintain contacts with learners and enable rapid mobilisation.

Partnerships and communications strategies were also seen as central for promoting the knowledge of grassroots women's organisations in the global South. To make training as relevant, relatable and accessible for local women as possible, a knowledge sharing platform for grassroots organisations was recommended. Such a space

> *"It's fundamental to work with multidisciplinary teams and systematic approaches that address all these aspects [practices, research and theories] … and networking."* — Iluminada Banda García, Virtual Dialogue forum participant

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[3] All three cases are outlined in the Compendium; the MenEngage case is discussed in the context of Promundo's collaboration with UNFPA.

would allow them to exchange ideas and validate experiences. Participation in **national and international forums** on training for gender equality was also suggested to link theory and practice, as were global **communication strategies** which participants felt that the Training Centre should lead.

Dissemination and Sharing of Knowledge and Lessons Learned

*Figure 4 – Ways of disseminating and sharing knowledge on training raised by participants*
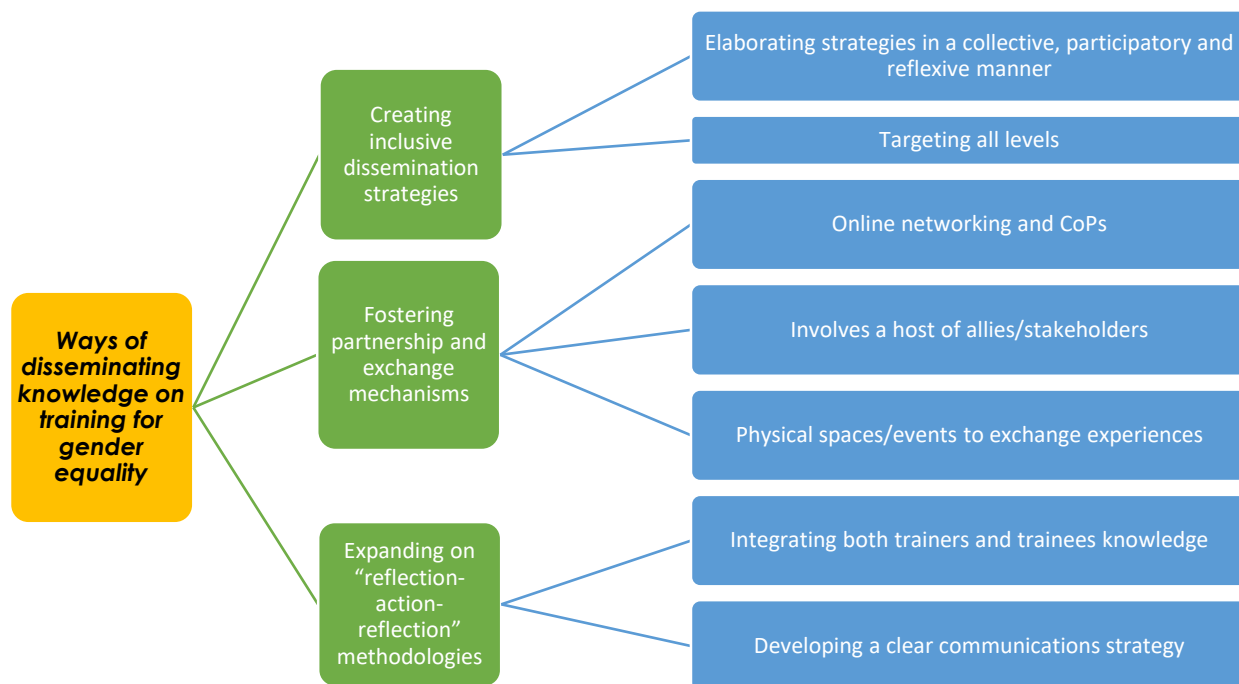
During the third and final week of the Virtual Dialogue participants debated knowledge dissemination and sharing of lessons learned on good practices in training for gender equality. The strategies they proposed corresponded to three broad themes:

> *"The processes of generating and disseminating knowledge and analysis should be conducted in a collective, reflexive manner"* – Lucy Ferguson, forum participant & Lead Compendium Consultant

- Creating **inclusive dissemination strategies** in a **collective, participatory and reflexive** manner;
- Fostering **partnership and exchange mechanisms;** and
- Expanding on "action-research-action" and "reflection-action-reflection" methodologies

Contributors called for **dissemination strategies** as a first step for sharing knowledge, experiences and lessons learned. Such strategies should target different levels, from the global/regional to the local/community level. They called for involving a range of stakeholders in developing such strategies to promote participatory reflection, inclusivity and make dissemination more targeted and effective.

Box 4. Values participants' proposed for a dissemination strategy to share knowledge/lessons learned

| Inclusiveness | Participation | Openness | Accountability | Critical Reflection |
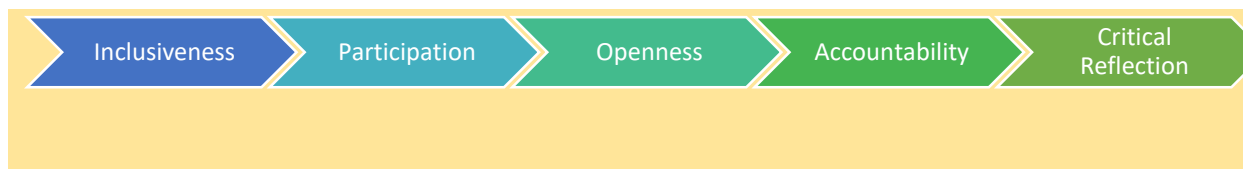
Participants highlighted the worth of **partnerships** and **exchange mechanisms**. To create these, they suggested organising meetings and events for sharing knowledge and supporting the "transferability" of good practices. Other ways recommended for sharing lessons learned were:

"Let's work towards making this [CoP] platform an important information resource, to show that together we are strong." - Mariana Condoy, Virtual Dialogue forum participant

- Online networking;
- Memorandums of Understanding (MoUs) among organisations;
- Integrating training in state curricula, schools, adult education.

"A starting point strategy at the interpersonal level involves mutual understanding and reflection by the trainer and practitioners [....] we have to ask ourselves why am I here? For what? What will I do? And how?" – Roxana Molinelli, discussion forum participant

Participants stressed the need to spread information across borders. Virtual Dialogues run by UN of Practice are seen as Webinars and forum worldwide dissemination. A

spaces like Virtual Women's Community especially useful, as discussions allow permanent discussion forum could aid the exchange of information and advice over long-term periods. Presenting good practices in settings that focus on towards the exchange of lessons learned is important for international advocacy – e.g. prominent events whereby gender experts can offer recommendations alongside development agencies, banks, donors and others. To reach out to stakeholders, participants noted that awareness, understanding, reflection, mutual exchange, involvement, support and action are important aspects to consider. Three levels must be considered: the interpersonal level; the social/community-level; and the political/institutional level. Contributors emphasised the need to build partnerships with men at all levels. Within each level, we must explore "different ways" of "being and doing" in order to share the learning derived from training.

Box 5. Case study on sharing knowledge in Argentina

Coordinación de Equidad de Género e Igualdad de Oportunidades en el Trabajo

One participant shared a case study from Argentina (2012-13) on the complex process of sharing knowledge between facilitators, participants, experts and institutions during training for women in non-traditional occupations (video in Spanish).

"Meaningful learning emerges from contact with reality and key examples - whether successful or unsuccessful ones - that allow us to reflect on everyday situations" - Áurea da Silva, MUPAN representative, Webinar panellist

Finally, the utility of **"action-research-action" and "reflection-action-reflection" methodologies** was discussed. Participants argued that these aid the transmission and dissemination of knowledge as they consider: who the trainees are and what learning needs they have; who the facilitators are, their interests and limitations; and what happens when trainees and facilitators interact in a specific context. Contributors further noted that the exchange of knowledge must not be limited to facilitators, experts, academics and researchers, but should explicitly involve training participants. Taking their knowledge into account promotes horizontal learning and the mutual generation of knowledge. One way of doing so, employed by MUPAN, is recording trainees' journeys.

This ties into debates during the second week of the Virtual Dialogue on how to link practice, research and theory around training for gender equality. Contributors called for further exploring and documenting reflection-action-reflection methodologies in order to connect learning and dissemination at different levels – from local community organisations in the Global South, to regional networks at the global level. A clear communications strategy would be useful in this regard, alongside the creation and promotion of a collective research agenda, involving new actors in the research and analysis process. Participants considered how to promote the Training Center's research products, while pointing to the role CoP members can play in disseminating good practices in training for gender equality.

III. Annexes

Participant Engagement

The success of the UN Women Training Centre´s Virtual Dialogues depends on participants' engagement, commitment and exchange during the forum discussions and the Webinars. This section presents a brief overview of participant engagement during the 7th Virtual Dialogue on the Compendium of Good Practices in Training for Gender Equality.

Over the course of the Virtual Dialogue, a total of 20 contributions were received during the **forum discussions** from 10 Community of Practice members.[5] The contributors not only responded to the key questions posed during the forum discussion, but by raising insightful additional questions, contributed to the participatory generation of knowledge. The contributions received form the backbone of the Virtual Dialogue's Final Report.

Week of Virtual Dialogue	Number of contributions in the CoP forum[4]
First week	8
Second week	6
Third week	6
Total:	**20**

Figure 5 – Geographic distribution of the Virtual Dialogue forum participants

The two **Webinars** attracted a total of 397 participants (185 in the English Webinar and 212 in the Spanish Webinar). The engagement ratio was 80% during the English-language event and 75% in the Spanish event. Furthermore, 48 participants in the Spanish Webinar and 39 participants in the English Webinar asked thought-provoking questions which were posted in the CoP forum after the event.

Participant Engagement Spanish Webinar

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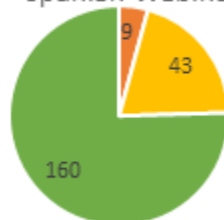
Participant Engagement English Webinar

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[4] Excluding the moderator's comments
[5] Three CoP members did not reveal their nationality.

Webinar Presentations

In the second week of the Virtual Dialogue, two live Webinars were held in English (6th September) and in Spanish (8th September). 7 invited experts, representing 6 of the good practices featured in the Compendium, gave short presentations on their experiences and responded to questions from the floor. Recordings of the Webinars are also available online (click here for the English Webinar and here for the Spanish version). Detailed analytical information on each good practice is available in the Compendium.

ASI and ACDI/VOCA: Gender Rights and Collective Action Training

Jenn Williamson and Amit Singh presented ASI's and ACDI/VOCA's good practice:

➢ The training was part of the Sunhara India Programme. Women leaders were trained, equipping them to disseminate learning to their communities.
- o The design of the training was participatory, engaging participants as equals and as active agents in the construction of knowledge.
- o Focus on personal reflection on power and gender norms.
- o Everything was locally based and designed to be relevant to participants' lives.
- o Linking theoretical ideas to practical realities made them as concrete as possible.
- o Full immersion in this residential training let trainees form personal bonds that aided learning.

➢ Women's self-help groups were set up after the training. These formed into a federation "Vamashakti" which is thriving and meetin women's needs in communities.
- o Working with men was key; men's awareness of gender increased and they took on caregiving;
- o Facilicators need to have knowledge of local contexts and participate as equals vua peer learning;
- o Training sites must be safe spaces, where trainees can explore new ideas and build relationships;
- o Resistance to residential training can be overcome through community outreach and support.

DIMA-COMIBOL: Training and Capacity Development of Community Reporters with a Social & Gender Focus

Jaqueline Durán presented DIMA-COMIBOL's training initiative:

➢ The training initiative took place in three mining areas in Bolivia. It began with a diagnostic/base-line study of key indicators in the localities, e.g. health and political participation, while encompassing interviews with women living in these areas.

➢ Based on this assessment a strategy was developed and applied, focusing on developing three key skills to empower the women in the public and private spheres:
- o Life skills, including social and congnitive skills, self-esteem and leadership;
- o Radio communication skills, including interviewing and reporting; and
- o Government management skills, e.g. women's participation in budgeting/decision-making.

➢ The training initiative generated important results, including an increase of the numbers of women working as city councillors and radio journalists, as well as those participating in planning and budgeting.

➢ It is possible to replicate this methodology in other spheres and share good practices between countries.

ESCWA: Training and Capacity Development on Gender Equality

Mehrinaz El-Awady presented ESCWA's good practice:

➢ ESCWA's first online survey of staff knowledge (2013) revealed that most knew little about gender mainstreaming/integrating gender in their work.

➢ Based on this, a capacity development plan was developed involving 1) a white paper and checklists to guide staff in integrating a gender perspective in their research; and 2) an on-the-job training course tailored to the work of ESCWA's Divisions.

➢ Successive capacity assessments revealed marked increase in staff knowledge.
- o Training for senior management counterв resistances and facilitateв gender mainstreaming;
- o Adapt content to trainees; combine theoretical and practical aspects;
- o Training can use in-house expert capacity to overcome budget restrictions.

MUPAN: Gender, Water and Environmental Education Training

Áurea da Silva Garcia presented MUPAN's good practice:

➢ The training's overall objective was geared towards change.
➢ The training team was interdisciplinary, able to leverage varied knowledge and perspectives.
➢ Participants included women and men, since men were seen as agents of change.

- ➢ A "reflection-action-reflection" methodology was used, focusing on community engagement.
- ➢ The training was undertaken online and long-distance.
- ➢ The training is exemplary as it can be replicated in other sectors (beyond gender and water) and contexts.
- ➢ MUPAN is developing a proposal on "reflection-action-reflection" and feminist-Freirean pedagogy.

Promundo: Portal for Gender Equality in Schools (PEGE - *Portal Equidade de Gênero nas Escolas*)

Danielle Lopes presented Promundo's "PEGE" experience:
- ➢ Promundo has two core methodologies: Programme H for working with men/masulinities and Programme M for working with women. These formed the basis for the PEGE training.
- ➢ PEGE focused on developing the capacities of public education professionals.
- ➢ It was created by a multidiscinpliary team, including professionals from the education sector, NGOs working on education and gender equality, as well as state education institutions.
- ➢ PEGE was more than an online education platform; it offered resources and exchange among participants.
- ➢ The training's objectives were geared towards change – to change and promote positive attitudes and behaviours towards gender equality in the educational sphere.
- ➢ PEGE involved working with both women and men so as to promote holistic change.
- ➢ M&E tools were used to measure change, including Promundo's Gender-Equitable Men Scale.
- ➢ It was importat to consider the political and economic context during this training initiative and work towards the institutionalisation of learning as a means of sustainability.

Promundo: Training on Gender Transformative Programmes and Approaches (with UNFPA)

Jane Kato-Wallace presented Promundo's collaboration with their long-term partner, UNFPA:
- ➢ 2 years after Promundo's last training with UNFPA, it conducted a mapping exercise which revealed that UNFPA and its partners would benefit from:
  - o A broader look at engaging men/boys from a gender transformative perspective,
  - o Sharing good practices that had occurred in the region.
- ➢ Promundo makes learning personal by using the **experiential learning cycle** model:
  - o Participants first learning by doing (participating in exercises/roleplays/activities);
  - o They reflect on how activities relate to their own experiences of gender;
  - o They get new ideas about wo/men's roles, how these are constructed and how to remake them;
  - o They apply learning, e.g. developing a work plan integrating a gender transformative perspective.
- ➢ Promundo tries to avoid one-off training. It works with partners to develop long-term strategies.
- ➢ To overcome budget constraints, Promundo supported the creation of a regional network of 450 NGOs – part of the MenEngage alliance. The network and its online platform facilitate the exchange of learning/regional good practices and enables joint advocacy.

Panellist Biographies

ENGLISH-LANGUAGE WEBINAR
Mehrinaz El-Awady – ESCWA (United Nations Economic and Social Commission for Western Asia)

Mehrinaz El-Awady is the Director of the Centre for Women at ESCWA. She has vast experience in research and integrating a gender perspective in socio-economic areas, gender equality, violence against women, children's rights and girls' education. She brings together her research and grassroots experience to influence policy change at ESCWA, where she also served as Senior SWAP Coordinator for the UN System Wide Action Plan (UN-SWAP) on gender equality and women's empowerment. Prior to this, she worked for international NGOs covering most Arab countries, such as Save the Children, the Centre for Development and Population and CARE International.

Jane Kato-Wallace – Promundo US
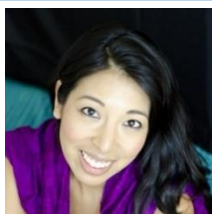
Jane Kato-Wallace is a Senior Program Officer at Promundo. Her experience centres on programme development, training, and research related to engaging men and boys. She played a key role in the development and expansion of the Global MenCare Campaign, and currently trains international partners on implementing Program P, a gender-transformative approach to engaging men as caregivers. She has co-authored publications and reports for academic journals, the UN, and NGOs and has conducted public health research related to gender equality.

Jenn Williamson – ACDI/VOCA

Jenn Williamson is Director of Gender Mainstreaming and Women's Empowerment at ACDI/VOCA. She oversees strategic gender initiatives including the implementation of the organisation's policy for promoting gender equity, monitoring and evaluating gender impacts and empowerment, training, workshops, gender analyses, and assessments for international programmes. She is also the learning coordinator for the Women's Economic Empowerment component of the USAID-funded Leveraging Economic Opportunities (LEO) project. As a researcher and writer, she has designed multiple training tools and resources in addition to publishing three books and several peer-reviewed articles and research essays.

Amit Singh – ASI (Agribusiness Systems International), India

Amit Singh is the Country Representative of ASI in India, an affiliate of ACDI/VOCA. He has over 16 years' experience of programme management, reporting systems, value chain analysis and needs assessments in the field of international development. His expertise centres on capacity building both at the institutional level and within the context of varied development programmes. He has extensively worked on collective action and women entrepreneurship projects in some of under developed states in India. He has published several articles and books related to value chain development.

SPANISH-LANGUAGE WEBINAR

Áurea da Silva Garcia – MUPAN (Women in Action in the Pantanal), Brazil

Áurea has worked for more than 15 years as an Environmental Educator. In 2000, she established the NGO "MUPAN", "Women in Action in the Pantanal" (abbreviation from Portuguese). As Director of MUPAN, Áurea has developed several environmental initiatives with a focus on gender equality, water and environmental education. She has coordinated projects with institutions at different levels, including the government, academia and international NGOs. She holds an MSc in Education with a focus on environmental education, and a BSc in Tourism.

Jacqueline Durán – DIMA COMIBOL (Environmental Department of the Bolivian Mining Corporation), Bolivia

Jacqueline was the main consultant for the gender equality Project carried out by DIMA-COMIBOL from 2008 – 2014. Currently, she works on Social Cooperation Responsibility (CSR) for the mining company, Colquiri. She also works to transform and empower women's lives through the use of radio and communications. She holds an MSc in Political Strategies and Projects, a Diploma in Higher Education, a Diploma in Public Budgeting for Gender Equality, as well as a Diploma in Gender and Local Development.

Danielle Lopes – Promundo, Brazil

Danielle Lopes has worked at the local level promoting health and the prevention of HIV/AIDS. Since 2011 she has worked as a Programme Officer for Promundo, Brazil. Here, her focus is on training professionals from the sphere of education on issues connected to gender equality and sexual and reproductive health rights. Danielle has also worked widely on projects aimed at ending the sexual exploitation of children and adolescents. She holds a MSA in Social History, as well as in Social Communications and Journalism.

Contributors in the Forum Discussion

#	Name	Country	Organisation	No. of contributions
1	**Alain Philippe Binyet Bi Mbog**	Cameroon	OMEP (World Organisation for Early Childhood Education)	4
2	**Áurea da Silva Garcia**	Brazil	MUPAN	3
3	**Lucy Ferguson**	UK	UN Women Gender Training Centre	2
4	**Roxana Molinelli**	Argentina	Dirección de Equidad de Género e Igualdad de Oportunidades en el Trabajo- Ministerio de Trabajo Empleo y Seguridad Social	2
5	**Romina Soledad**	N/A (Spanish language)	N/A	2
6	**Amgaili Mujtar**	N/A (Spanish language)	N/A	2

7	Fasiha Farrukh	N/A (English language)	N/A	2
8	Jenny Dominguez Rivas	El Salvador	STM-COMMCA/SICA	1
9	Iluminada Banda García	Spain	Asociación de Mujeres Red Andaluza de Dinamizadoras de Consumo Responsable y Alimentación Ecológica	1
10	Mariana Condoy	Ecuador	Asociación de Mujeres de las Juntas Parroquiales Rurales de Ecuador	1

Contributors in the Webinars

The following participants posed thought-provoking questions during the English and Spanish language Webinars. If given time constraints their questions could not be discussed by the panellists, the questions were reposted on the CoP forum to promote debate among the forum participants.

Webinar	Participants who submitted questions
English Webinar	Hauwa Abdulkadir Lawal, Daniela Buchmann, Daniela Bushmann, Paula Casimiro Rodriguez, Lucy Ferguson, Jeanette Kloosterman, Silvana Kordab, Joseph B. Koryon, Svetlana Negroustoueva, Cocco Okada, Ugonna Onyekwelu, Andrea Papan, Nisha Patel, Amanda Peskin, Elizabeth Rachel, Kelley Ready, Mrudula Sanku, Jiyam Shresths, Manoj Singh, Lauren Stanley, Kristine St-Pierre, Aliya Tabasum, Anindita Brahma, Pamela Teitelbaum, Nicoletta Voltarelli and Anna Wansbrough-Jones.
Spanish Webinar	María Alejandra Aguirre, Eduardo Arriaga, Iluminada Banda, Silvana Barreto, Noemi Blazquez, Olivia Bringas, Maria de Jesus Caballero, Rosa Caroca, Felicita Cayhualla Quihui, Guadalupe Elósegui, Julia Erazo, Raquel Frómeta, Ramona Gámez Moreno, Ana Paola García, Yvette González, Yanira Guatemala Martínez, Emgaili Jatri, Daniel Monzon, Carolina Muñoz, Fernando Neira, María José Ordóñez, Eduardo Ortiz, Patricia Ponce Pascuale, Lizeth Yojanna Ramírez Valles, Sucely Alejandra Salvatierra, Concepcion Santiz Mendez, Fanny del Socorro Torres Granda and Soledad Venegas Nava.