

# UNESCO Gender Lens

## Training

### Preparation and planning

- Who are the intended participants? What are the obstacles to women's equal and full participation (security considerations, financial, family life obligations, professional duties, legal constraints, moral/religious considerations..etc)?
- Have financial resources been foreseen to respond to these needs?
- Who is the most appropriate trainer/facilitator? Should it be a woman or a man? What are the pros and cons of each? Is the trainer gender-sensitive and aware of the specific gender issues affecting the learning environment?
- Is the training venue accessible, safe and adapted to women participants? (distance from home/work? Equipped to accommodate women and children under their care? conditions of female latrines? etc)
- Is the training time adapted to women's schedule? (Does not conflict with other responsibilities, curfews, safety concerns....)
- Has someone been designated to monitor the incorporation of gender equality issues in the course content and ensure that women and men equally participate in the training?

### Process

- Is the training content meaningful to women's experience?
- Is the oral and written text using non-sexist language? Are images and illustrations reflecting and valuing both women's and men's experiences?
- Are teaching methods and learning approaches inclusive, participatory and "gender transformatory" in order to ensure women's full and equal participation in training?
  - Methods that encourage equal participation include: group discussions, discussions in pairs, system of rotating chair, limited speaking time per participant, to go around the table and ask each participant to say a few words....etc)
- Is the male/female distribution being monitored within each meeting session/workshop/working group? (i.e. mixed or single-sex groups, as appropriate)

### Post-event

- Do the final report/ recommendations/statements/publications fully reflect the gender issues raised during the discussions?

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- Does the evaluation form identify the trainees' sex in order to monitor that both women's and men's needs and expectations have been met?
- Will any impact analysis on this event explore how female and male participants are applying the newly acquired skills and content?