



UN-INSTRAW Vacancy Announcement - (March 27th 2008)

JOB DESCRIPTION

1. General information:

Post title: UN-INSTRAW Gender Training Community of Practice Specialist
Duration: initially eight months with possible extension
Date required: 1 May 2008
Duty station: Dominican Republic (the possibility of telecommuting exists, to be discussed with UN-INSTRAW management)

2. Supervision:

Direct/general supervision will be provided by the UN INSTRAW Information Officer

Content and methodology of the supervision: The incumbent will present periodic reports to the supervisor on the activities undertaken. In addition, periodic meetings will be held with the supervisor in order to assess progress and performance

3. Duties, responsibilities and output expectations:

The incumbent will be responsible for the development of the **Gender Training Community of Practice** (see attached proposal), including the following activities:

- **Establish a Working Group for the CoP**
 - Invite potentially interested individuals/organizations (e.g. DPKO, Peacebuild, UNDP, etc.) to participate in establishing the Gender Training CoP (i.e. reviewing the proposal, contributing resources, suggesting participants, moderating virtual discussions, etc.)
- **Prepare a list of participants in the CoP**
 - Based on the participant list for UN-INSTRAW's existing Gender Training Network (established for the Virtual Discussion on Gender Training for Security Sector Personnel) and other sources, develop a potential list of participants for the CoP that reflects a broad cross-section of participants from the UN System (gender units and training/learning units) and other international organizations, national-level training institutions, NGOs and individual practitioners.
 - Invite participants to be part of the CoP.
 - Discuss and establish sub-groups within the CoP for specific issue areas (for example: i) gender training in fragile state contexts; ii) epistemology/methodology; iii) gender training in developed State contexts; iv) organizational/institutional gender training; etc.).
- **Set up a Clearinghouse of Gender Training Resources/Virtual Platform**
 - Based on UN-INSTRAW's existing Gender Training Wiki (http://www.un-instraw.org/wiki/training/index.php/Main_Page), expand and systematize available resources on gender training.
 - Using the Clearinghouse of materials and other existing resources, set up a virtual platform for the CoP (in collaboration with the UN-INSTRAW Webmaster and other technical advisors)

- **Conduct a Virtual Dialogue**
 - Launch the Gender Training CoP with a virtual dialogue of 1 month (for example: “Challenges and opportunities in gender training”)
- **Develop funding proposals for the CoP**
 - In collaboration with the CoP Working Group, develop proposals to generate continued funding for the CoP on a long-term basis, emphasizing the production of concrete tools
- **Begin establishing the compendium of good practices in gender training**
 - Develop guidelines/criteria for evaluating and presenting good practices in gender training
 - Circulate good practices criteria and “registration” form and ask people to submit good practices
 - Using good practices submitted over 2-month period, create an online “compendium” of good practices in gender training
- **Begin establishing the “Ask the Expert” feature**
 - As time allows, set up an “ask the expert” feature of the CoP Virtual Platform, including a section on “Frequently asked questions” and a form for submitting specific questions to CoP members with a timeline for responses.

4. Qualifications and Experience

Education: Advanced university degree (master level) or a combination of academic and professional experience in development studies, gender studies, social sciences or related field.

Languages: Excellent level of conceptual and analytical capacity is essential. Excellent writing and editing skills in both English and Spanish are essential. Proficiency in French is also desirable but not essential.

Work experience: Three to five years of demonstrable experience with learning/pedagogy or adult education, curriculum design and development of training and capacity-development materials and online learning materials, including e-learning platforms and other multi-media tools Relevant experience in modern software applications and operations would be a significant asset. At least three to five years of experience in gender and development issues is essential. Relevant experience in working with UN system agencies would be a strong asset.

5. How to Apply

Please send, by e-mail or fax, a detailed CV and cover letter **by April 30th 2008** to:

Hilary Anderson

UN-INSTRAW Information Officer

Cesar Nicolás Penson 102-A

Santo Domingo, Dominican Republic

Fax: (809) 685-2117

E-mail: handerson@un-instraw.org

Website: <http://www.un-instraw.org/>

Only short-listed candidates will be contacted. UN-INSTRAW will not respond to enquiries over the phone.



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INSTITUTE FOR THE ADVANCEMENT OF WOMEN



UN-INSTRAW Project Profile

Community of Practice on Gender Training

Duration of project:	12 months
Starting date:	April 2008
Main Objective:	Establish the foundation for a Community of Practice on Gender Training in order to encourage dialogue and exchange of information on gender training – progress, challenges and lessons learned; materials and tools, gaps, links with systematic capacity-development – and maximize existing experience and expertise.

1. Background and Rationale

More than ten years after Beijing, has gender training made a difference?

Gender training as a concrete mechanism for building capacity for gender mainstreaming, and a way to make development cooperation more inclusive and responsive, has been implemented - from differing perspectives, with differing methodologies, and with varying levels of commitment - since the Fourth World Conference on Women in 1995. It has been presented as crucial to organizational development and capacity-building, as well as key to changing attitudes and behaviours and building capacity at the operational level. However,

...the current utility of gender training is increasingly being questioned. Although it was born out of the global women's movement generally, gender training has assumed a life of its own over time, almost attaining the status of a panacea for gender equality, especially in the developing world. In most cases, integration of the gender component has translated into gender training of staff or the constituents. Gender training is an activity that will always appear in the Logical Framework of many an organization (state or non-state) and as a mandatory activity for those who profess to do any gender-related work. Because a number of donors have tended to make gender integration a condition, government departments, non-governmental organizations (NGOs) and a host of other organizations are in some sense forced to train staff, at least, on what gender is all about.¹

While both institutions and governments have attempted to instill gender-sensitivity and responsiveness into their staff, what has passed for "gender training" has, overall, not worked to the wider purpose of *supporting, contributing to, initiating or effecting transformative change* in gender relations or to an *increase in capacity to deliver* development programming services for women equally with men. Overall, the results of gender training, whether part of larger gender mainstreaming processes or not, have been

¹ From: Ahikire, J. "Gender training and the politics of mainstreaming in post-Beijing Uganda." in M. Mukhopadhyay and F. Wong (eds.), *Revisiting gender training, The making and remaking of gender knowledge: A global sourcebook*. The Netherlands: KIT (Royal Tropical Institute) and Oxfam GB, 2007

mixed. What has passed for “gender training” has covered such wide variety of experiences, topics and audiences that there is no longer an agreed definition on what gender training is, how it should be done, and with whom. “Gender training” has included primarily *briefing*, sometimes *advocacy*, occasionally *learning* (on knowledge, skills, or attitudes and values), but there is little *rigour* to the concept of gender training. There exists no single *discipline* in the sense of a body of research and experience on “gender and development” that has generated “gender training.”

Though evaluations of individual gender training sessions may be positive (people are enthusiastic about the session, the questions it raises, the opportunity to learn more), evaluations of gender training overall have not indicated significant organizational level change in programme and practice. Individual, one-off, or ad-hoc training delivered on short-term contracts gives the people responsible for gender training – at the programmatic and oversight levels - no opportunity to compare experiences, forge relationships with other practitioners for mutual support, feedback and possible co-facilitators, or identify what works in gender training and how to capitalize on it.

...a contemporary critical review seems timely...The tenth anniversary of the Beijing Conference has coincided with a series of evaluations of bilateral and multilateral agencies and their gender policies and strategies. Gender training has been a common subject as have recommendations for more and better training for staff. As a result, development agencies are presently reviewing and revising gender training strategies. For those of us who have 'been there and done that', this is akin to recommending a bigger hammer; for the nature of the tool (i.e. training) and the thinking behind the tool are not being questioned...²

As part of its collaboration in the development of the *Gender and Security Sector Reform Toolkit*, UN-INSTRAW organized a virtual discussion on “Good and Bad Practices in Gender Training for Security Sector Personnel” (April 2007), which fed into the production of a tool and several other initiatives.

In addition to an enormous amount of enthusiasm for the topic of gender training, one of the highlights of the virtual discussion were the concrete observations, experiences and recommendations that came from the participants, many of whom were practitioners with years of practical experience in gender training. This virtual discussion spawned the idea of a **Community of Practice on Gender Training**³ that would bring together practitioners from all over the world with a diversity of knowledge and experiences, in order to take stock of where we are in gender training – what have been the real successes and failures and how do we strengthen gender training as a component of gender mainstreaming and sustainable development?

This proposal encompasses one year of work, and aims to lay the foundation for a Community of Practice on Gender Training, and includes a search for additional resources to ensure the long-term sustainability of the CoP. The CoP would ideally include the following components:

- **Examples and templates** for key documents associated with successful gender training (i.e. concept notes and aide-mémoire; event summaries; budgets; learning

² From: Mukhopadhyay, M. and F. Wong. “Introduction: Revisiting gender training. The making and remaking of gender knowledge.” in M. Mukhopadhyay and F. Wong (eds.), *Revisiting gender training, The making and remaking of gender knowledge: A global sourcebook*. The Netherlands: KIT (Royal Tropical Institute) and Oxfam GB, 2007.

³ The concept of a community of practice refers to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations. It refers as well to the stable group that is formed from such regular interactions. More recently, Communities of Practice have become associated with knowledge management as people have begun to see them as ways of developing social capital, nurturing new knowledge, stimulating innovation, or sharing existing tacit knowledge within an organization. It is now an accepted part of organizational development (OD). From: Wenger, E. *Communities of Practice: Learning, Meaning, and Identity*. UK: Cambridge University Press, 1998.

objectives; agenda frameworks and formats; needs assessment; session plan options; instructions and support for working groups; Informal and formal evaluation approaches; etc.);

- **Tracking and analysis of experience** with gender training over time – the Cop aims to promote knowledge creation and knowledge generation on gender training over a long-term period, so that existing experiences and lessons learned can be applied to future initiatives, which will then be evaluated and the results fed back into the CoP's activities.
- **Production of consolidated resources** that build on the expertise and experience of CoP participants, including tools, checklists, supports, guidance, results of analysis and good practice profiles, and other materials;
- A Who's Who of CoP participants and training they are or have been involved in, in order to develop a comprehensive mapping of gender training initiatives and experts from around the world.

Though current funding only allows for the establishment of the CoP in English, future funding requests would also prioritize sufficient financial and human resources for the maintenance of a multi-language platform.

2. Project Description, Activities and Estimated Budget

Description:

This project aims to establish the foundation for a **Community of Practice on Gender Training** with the following objectives:

- Bring together practitioners/experts in the field of gender training for dialogue and exchange of experiences
- Carry out a series of virtual dialogues on gender training, in particular identifying challenges and ways to move forward
- Building on UN-INSTRAW's Gender Training Wiki (http://www.un-instraw.org/wiki/training/index.php/Main_Page) and other existing resources, set up a virtual clearinghouse and support platform of information on gender training, including an "ask the expert" feature
- Establish a compendium of good practices in gender training

The primary direct beneficiaries of this project will be gender training practitioners, and those responsible for gender training and gender mainstreaming within their organizations, who will have access to: i) increased information on gender training (guides, outlines and other resources); and ii) a pool of gender training experts for advice and consultation.

The primary indirect beneficiaries of this project will be national partners who will have access to this pooled experience on what works in gender training, as well as a wealth of models, examples, materials, and expert advice, as well as the UN System and other organizations that contract gender trainers to deliver *change agency and capacity development* services to staff.

Activities:

1. Establish a Working Group for the CoP

- 1.1. Invite potentially interested individuals/organizations (e.g. DPKO, Peacebuild, UNDP, etc.) to participate in establishing the Gender Training CoP (i.e. reviewing the proposal, contributing resources, suggesting participants, moderating virtual discussions, etc.)

2. Clearinghouse of Gender Training Resources/Virtual Platform

- 2.1. Based on UN-INSTRAW's existing Gender Training Wiki (http://www.un-instraw.org/wiki/training/index.php/Main_Page), expand and systematize available resources on gender training.
- 2.2. Using the Clearinghouse of materials and other existing resources, set up a virtual platform for the CoP

3. Gender Training Network

- 3.1. Based on the participant list for UN-INSTRAW's existing Gender Training Network (established for the Virtual Discussion on Gender Training for Security Sector Personnel) and other sources, develop a potential list of participants for the CoP that reflects a broad cross-section of participants from the UN System (gender units and training/learning units) and other international organizations, national-level training institutions, NGOs and individual practitioners.
- 3.2. Invite participants to be part of the CoP.
- 3.3. Discuss and establish sub-groups within the CoP for specific issue areas (for example: i) gender training in fragile state contexts; ii) epistemology/methodology; iii) gender training in developed State contexts; iv) organizational/institutional gender training; etc.).

4. Virtual Dialogue

- 4.1. Launch the Gender Training CoP with a virtual dialogue of 1 month (for example: "Challenges and opportunities in gender training")

5. Compendium of Good Practices

- 5.1. Develop guidelines/criteria for evaluating and presenting good practices in gender training
- 5.2. Circulate good practices criteria and "registration" form and ask people to submit good practices
- 5.3. Using good practices submitted over 2-month period, create an online "compendium" of good practices in gender training

6. Ask the Expert

- 6.1. Set up an "ask the expert" feature of the CoP Virtual Platform, including a section on "Frequently asked questions" and a form for submitting specific questions to CoP members with a timeline for responses;