



Conceptual Guidelines for Transformative Gender Training

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The Capacity Building Project as part of the learning process to improve the gender training practice and as one of the outcomes of the dialogue forum on Gender Training and Institutional Change initiated an exercise to develop the Conceptual Guidelines for Transformative Gender Training to guide those who were trained by the Project as well as those who are already involved in imparting gender training in the public sector. This paper is a modest effort to collate the experiences and critique of feminists on the state of gender training and turn this into conceptual guidelines to make the training community conscious of the elements of transformative gender training.

We are grateful to the training community, alumni members and development professionals for sharing their insights with the author.

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1 Introduction

Woman as an analytical category emerged internationally in the development discourse during 1980s. The ground breaking work of Ester Boserup (1970) on the role of women in agriculture influenced development thinking in the most fundamental way. Women began to be seen by policymakers not just as beneficiaries but also as agents of development. A greater emphasis was placed on the integration of women in development efforts with a view to enhance economic efficiency and growth. The second decade of development (1971-1980) moved slowly towards women's equality orientation from the earlier welfare policy approach.

With this conceptual shift, gender training started to be used as a tool and a strategy to impart gender knowledge and skills to development policy makers, planners and practitioners. It was expected that through gender training an awareness on gender inequalities in women's status, access and control over resources will be created that will lead to better integration of women's concerns, needs and priorities in development policy planning and practice. During the women's decade of (1975-1985) gender training was adopted as a development practice to achieve the goal of gender equality by national governments, international development agencies, donors and the NGOs.

The public sector experienced the proliferation of gender training in post Beijing World Conference on Women, because of the conference's particular focus on mainstreaming gender perspectives in development efforts. In post Beijing era, the insistence of development donor agencies to integrate gender in programs/projects in order to secure development funding, created a massive demand for gender training and gender trainers during 1990s. A plethora of gender training manuals, modules and checklists was developed and published. Gender training became a panacea for gender equality and mandatory for government functionaries and development practitioners in the public and private sector. However after a decade of gender training efforts (1990s), there was very little that was globally achieved towards gender equality at the inter-personal and institutional level. This led to a critical reflection, review and assessment of gender training by feminist scholars, activists and trainers.

The documentation of gender training experiences around the world and the critical analysis of the content, epistemologies and pedagogies of gender training by feminists commonly highlighted the issue of the de-politicization and technicalization of gender training. They expressed their concern over the evaporation of the transformative aspects of gender training that increasingly became a technical tool devoid of feminist politics.

The critical reflection on the state of gender training developed over the past decade has now led to a renewed interest amongst feminists to bring politics back into gender training. The feminist political agenda of gender equality demands personal, social and institutional transformation. There is a growing emphasis on rescuing and reclaiming gender training as a feminist tool and strategy, from 'gender technicians' who are neither committed nor equipped with feminist theories and methodologies. An army of gender technicians in the field of gender and development turned gender training into a reformist rather than a transformative tool which has obvious limitations in terms of contributing towards achieving the goal of gender equality. Feminists are criticizing the approaches, gender frameworks and methodologies for the delivery of gender knowledge currently used in gender training.

It is argued that gender training must combine ways of understanding and also challenging the ideological, socio-cultural, economic, political and institutional frameworks and structures that create and recreate gender inequalities. Transformative gender training thus creates conceptual clarity towards, gender, gender social relations, patriarchy, power and feminism, besides expanding technical knowledge on how to use short and long term strategies for the transformation. Various aspects of transformative gender training are highlighted in the critical discourse of gender training; however, there are hardly any publications that provide easy guidelines for gender trainers on how to actually conduct transformative gender training.

The German Technical Cooperation (GTZ) under its governance theme is working in Pakistan with the Ministry of Women Development (MoWD) and provincial Women Development Departments/Directorates (WDD) to build their institutional capacity to mainstream gender perspectives in policies, plans, projects and programs. The Human Resource Development (HRD) component of the Project has a special focus on capacity enhancement of public sector functionaries particularly those from the MoWD, WDDs, and the key Line Ministries.

Through different training initiatives, the Project has developed a trained community of 68 (33 women and 35 men) government functionaries. The trained community was provided with an opportunity to get organized into an Alumni Network on Gender Learning and Practice. The objective of this Alumni Network is to connect gender training with institutional change and to provide a platform for dialogue and discourse on gender learning and practice. The Project also supports other activities such as publication of thematic Focus Note, dialogue forums, mentoring, E-forum and knowledge portal as trend setting steps towards promoting gender knowledge and practice in the public sector.

The Project adopted a transformative approach to gender capacity building. As part of the mentoring to improve training practice, it was decided to develop the conceptual guidelines for transformative gender training to guide those who were trained by the Project as well as those who are already involved in imparting gender training in the public sector. The conceptual transformative guideline for gender training has a particular focus on the public sector. Although the guidelines are equally valid for gender trainers working with the private sector, some of the additional transformative aspects of gender training that need to be taken into consideration while working in the NGO sector or with local communities, political representatives and individuals are not comprehensively addressed in this document.

The conceptual guidelines for Transformative Gender Training have been prepared through the following:

- Review of Literature on Gender Training
- Review and Analysis of Gender Training Modules/Manuals used in the Public Sector
- In-depth interviews with Key Gender Trainers and Organizations involved in imparting Gender Training in the Public Sector
- Focus Group Discussion with Alumni of Gender Trainees Network
- Personal Experience of Work in the field of Gender and Development

2 History of Gender Training in Pakistan

It turned out to be a daunting task to trace the history of gender training in Pakistan as there is hardly any documentation available on the subject. Only two reports were found on the situation analysis of gender training in the country¹. There are numerous gender training workshop reports available, that describe the content and process of gender training, but these are rather lacking in critical analysis.

Gender training was first introduced in Pakistan by the non-governmental sector (NGO) during the 1980s. This was a period when women's rights were seriously threatened by the "Islamization Project" of the military regime of General Zia-ul-Haq. Women's rights came under attack and the state actively reinforced patriarchal control over women's lives and sexuality through legal products and by strengthening private patriarchy at the family and the community level.

Women's rights organizations were the first who challenged the public patriarchy. They were at forefront in resisting the onslaught of Islamic conservatism of the state. They were resisting gender stereotyping, gender discriminatory legislation and the effort of the state to push women to second class citizen's status. While resisting state patriarchy, women's rights groups talked about gender equality and contributed to popularize the resistance discourse of gender equality in society.

The rise of the women's movement during 1980s to resist Zia's 'Islamaization' and attack on women's rights, coincided with the mushroom growth of the NGO sector². Some women's rights activists also established their own NGOs and started working on the agenda of gender quality with the help of donor funding. The voluntary sector of Pakistan that was traditionally run by charitable self-help groups began to be dominated by foreign funded NGOs.

¹ Japan International Cooperation Agency (1996), Situation Analysis of Gender Training in the Islamic Republic of Pakistan.

² Due to Afghan War (1979) and the role of Pakistan as the frontline state, funding was available from foreign donors for the NGOs sector.

The donor funding shaped the NGO sector in Pakistan where multiple players in the sector had varied development priorities and agendas. The donors' push for the integration of women in development initially came in post-Nairobi conference. Gender training was identified as a key strategy to create gender awareness and sensitization amongst the development policy makers and practitioners.

During the decade of 1980's and the early 1990s, gender training was primarily imparted by development NGOs to its own staff and community partners. Occasionally NGOs conducted some small scale, sporadic projects related to gender training activities with public sector officials as well. It was only the post-Beijing Fourth World Conference on Women (1995) when gender mainstreaming was adopted as a strategy in response to the failure of women focused projects and marginalization of women specific machinery to achieve gender equality outcomes. It was then that the public sector in Pakistan opened up to gender knowledge and trainings. Gender mainstreaming was officially adopted as a strategy to implement national and international commitments to gender equality and development funding got linked with gender components. In order to secure development funding from donor agencies, the successive governments had to speak in the donors' language. Gender became the way and means to secure donor funding for the public sector.

Moreover, Pakistan became partner in many International Legal Instruments and Policy Commitments on Gender Equality. Pakistan ratified Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and made commitment with International Community to achieve Millennium Development Goals (MDGs) and the targets set in the Beijing Platform of Action (BPFA). International accountability tools such as Gender Development Index (GDI) and Gender Empowerment Index (GEM) that keep track of the progress made by nation states on gender equality goal also placed pressure on the country to work towards bridging the gender gap.

Pakistan's International Commitments on gender equality demand harmonization of domestic laws, policies and programs accordingly. The Government of Pakistan has thus initiated regular discourse on gender equality and has started engendering its policy documents with the support of development consultants. Most of the policy documents of various sectors in Pakistan today are fairly engendered with gender concerns and needs adequately reflected. However, the specific challenge in the context of Pakistan comes from a wide gap between the policy commitments and practice. The government has not made

any substantial investments to create gender capacities in the institutions and organizations to operationalize its national and international commitments. The investments to creating gender knowledge and skills in the public sector and to mainstream gender in development policy, planning and practice have primarily come from donor agencies. Instead of an internal push for gender equality from women or political movements within the country, it was an external push from development/ donor agencies who got convinced that engaging women in public life will bring efficiency and higher economic returns.

The key interventions in building the gender capacity of the public sector institutions of Pakistan were part of three mega development projects (a) Gender Support Program (GSP) (b) Devolution Support Program (DSP) and (c) Gender Reform Action Program (GRAP).

The Gender Support Program had three components (i) Gender Mainstreaming in Planning and Development Departments, (ii) Women Political School and (iii) Gender Responsive Budgeting Initiatives in which gender trainings were imparted to policy makers and public sector employees.

Devolution Support Program envisaged to improve local government representation, accountability, and improved access and quality services. Institutional strengthening and capacity building was identified as one of the key mechanisms to make local governance gender responsive. Gender training was the key strategy used to develop gender capacities in local planning and budgeting processes.

Gender Reform Action Program (GRAP) has so far been the largest initiative of the government of Pakistan. The overall objective of the GRAP was to develop a comprehensive reform agenda for institutional strengthening and realignment of policies, structures and procedures to enable the government to achieve its gender equality goals. Implementation of GRAP demanded building gender capacities within public sector institutions. Gender training was one of the key implementation strategies of the GRAP.

All three programs had a strong Institutional capacity building component and used gender training as a mean to achieve the objectives of these initiatives. Except for GRAP, the other two programs were funded by donor agencies.

In addition to these mega interventions to build gender capacity in the public sector, there were several other small-scale training activities that were conducted for the officials of public sector ministries and departments. This was done as part of the development projects funded by multilateral and bilateral development agencies such as UNIFEM, UNICEF, UNFPA, Asian Development Bank, DFID, CIDA, NORAD, Netherlands and GTZ. A large number of government officials have been exposed to gender trainings over the last three decades in Pakistan.

3 Issues and Challenges of Gender Training in the Public Sector

Despite the national commitment to gender mainstreaming in policy, planning and budgeting, the persistent gender inequalities in public sector is a national challenge for the country. Gender mainstreaming approach has not led to an effective implementation of government's commitment to gender equality. The internal dynamics and culture of institutions, rules of business, accountability mechanisms and the gender outcomes have not substantially changed.

There is a paucity of analytical research to explain the failure of gender training in Pakistan to achieve its stated objectives. The only documentation currently available on training experience is in the shape of gender training workshop reports.

The assessment of the issues and challenges of gender training in the public sector in this section is based on personal observation; in-depth interviews conducted with gender trainers, focus group discussions (FGD) with trainees and content analysis of the training modules, manuals and methodologies used in the following projects/programs

- Gender Mainstreaming in Planning & Development Division Project supported by United Nations Development Programme (UNDP)
- Gender Responsive Budgeting Initiative supported by UNDP
- Capacity Building: Ministry of Women Development Project implemented by German Technical Cooperation(GTZ)
- Institutional Capacity Development of GRAP Stakeholders-ASIG Project funded by Asian Development Bank (ADB)
- ERRA Gender Mainstreaming supported by Canadian International Development Agency (CIDA)

- Training Curriculum on Attitudinal Change for National Police Academy by Rozan

It must be noted that this is not an assessment of gender training material and methodologies used in various programs supported by different donor agencies; therefore I will not go into details of identifying issues within gender training of each program separately. Some training modules are designed better than others. Some of them use transformative framework while others use integrationist or reformist framework. I have tried to focus upon the generic issues based on my analysis of training material of these programs and my personal experience as gender trainer. The issues and challenges of gender training in the public sector can be summarized at four different levels, (i) content of training (ii) delivery methods (iii) capacity of trainers and (iv) institutionalization of gender training.

3.1 Content of Training

The content analysis of training modules shows that various gender training frameworks (Moser Framework, Harvard Framework, Longeway Framework, and Gender Social Relation Framework) are used in developing the content of training modules. Each gender framework has its own limitation.

Murthy (2001) argues that “dominant framework of gender training, gender analysis, Moser, Harvard, Social relations unpack material aspects of subordination and cannot explain non-material aspects of women’s subordination such as male control over women’s sexuality and mobility” (1998). These gender training frameworks are used as such rather than changing them and making them more relevant to day-to-day gender realities of people in Pakistan.

Most of the module start by explaining the concept of gender, process of social construction of gender, gender roles and relations and then move to imparting technical skills on gender mainstreaming in relation to specific sectors. Most of the module studies that are used in gender training in the public sector are on Gender mainstreaming.

Gender training as a transformative tool aims to create gender awareness and challenges the power in gender relations that exist at interpersonal context and mirrors at institutional level. Gender training in public sector lacks the balance between creating feminist consciousness and imparting the technical know-how of integrating

gender perspective in institutional planning and programming. The critical link between personal transformation and the institutional transformation has not been sufficiently emphasized in public sector training. The greater focus on developing skills on the integration of gender perspective has led to 'technicalization' and depoliticisation of gender training.

The rationale for gender equality and gender mainstreaming within institutions is invariably given in these modules within an instrumentalist framework. Integration of gender perspective and equality in access and opportunities to women is argued on efficiency ground instead of intrinsic concerns. One is not arguing against the instrumentalist approach in gender training as it has proven to be the most powerful way of convincing male policy maker to integrate gender perspective in development planning and programming for greater efficiency. However, it is equally important that the trainees should be exposed to rights based approach to gender equality and gender mainstreaming.

It is noted that the concept of gender is defined in these modules in relatively simplistic and dichotomous manner. Men and women are defined as socially constructed oppositional categories instead of gender as a continuum. Similarly, men and women are universalized as homogeneous categories. The divisions within men and women because of their social positioning along the lines of class, ethnicity, religion and rural and urban divide are not reflected in the intersectional approach to gender that has emerged in response to the post-modernist and post-colonialist critique of feminism of the 1970s and 1980s and universalizing the category of woman has not picked up in the field of gender training in Pakistan at the same level. With the exception of training modules used by GTZ in gender training that prioritize the category of gender, women and development, the training material developed and used by other programs working with the public sector seem to be relying on training content that was developed in training modules during 1980s and 1990s abroad and stands conceptually outdated now.

3.2 Training Delivery Methodology

Another important aspect of gender training is how gender knowledge is imparted (pedagogy). Feminist knowledge (epistemology) has developed feminist pedagogies too. Ranjani K. Murthy (2001) explains

five different gender transformative training approaches: (i) the conceptual approach, (ii) the policy-analysis approach, (III) the empirical approach, (iv) the action-reflection approach and (v) the experiential approach. Each training approach has its own set of methods to deliver the gender knowledge and technical gender skills. Although all of the gender trainers interviewed for this report said that they used participatory and interactive methods in their training however, when it was probed further, it became clear that their knowledge on feminist pedagogy is limited and they are at best engaging participants in group discussions.

The way gender training is organized in the public sector in Pakistan, it has become obvious that it is done for political reasons rather than out of genuine concerns for gender equality and engendering of institutions. The nature of demand from the public sector institutions for gender training shows that gender training is perceived as an event rather than a process. The time duration of gender training conducted in the public sector varies from few hours to few days' sessions, depending on who are the trainees. There is hardly any institutional practice of conducting follow ups or making impact assessment of gender training on the working behaviour of individuals and institutions.

However, the shift from event based to process based gender training in the public sector in recent years has been reported by some of the gender consultants of the study. They mentioned that donor's support to gender capacity building is slowly changing from event based gender training to supporting a long term process of building gender knowledge through gender trainings. The representatives from the GTZ and Rozan (NGO) reported that they had been engaged with public sector institutions gender capacity building on long-term basis. They work with same set of people from the public sector over the period of one to three years. There is follow-up, but the impact assessment of training on the working of institutions is not conducted by the long-term gender training projects.

3.3 Capacity of Gender Trainers

Another critical issue for the failure of gender training relates to the capacity of gender experts/trainers who are engaged in imparting training in the public sector. The conceptual shift in development policy from WID to GAD that recognizes women's potential to

contribute to economic growth created a need for a change in public mindset that confines women exclusively in reproductive roles. Gender training as a fast track strategy was adopted to bring this change at the individual, family, community and institutional level. This led to an increasing demand for gender training in the development sector. The gap in demand and supply created a space for gender 'entrepreneurs' who lacked both in capacity and commitment and who started marketing themselves as 'gender trainers'. There is thus a diverse community of gender trainers working in the field. Some of them have strong feminist background while others are gender technicians.

To date no capacity assessment of gender trainers has been undertaken in Pakistan. However, it is observed that there are gender trainers who themselves lack academic background, conceptual clarity and personal commitment to feminism. There are many 'gender experts' engaged in imparting gender training who had no academic qualification in gender or feminist studies. Some of them do not even had qualification in social science disciplines. It is observed that some of the gender trainers started offering gender training after they had attending gender training or training of the trainers. The lack of knowledge about the history of gender training, how it emerged as tool to achieve the goal of the feminist political project of gender equality, they turn the training into technical skill devoid of politics.

The key issue with regard to capacity of gender trainers in the public sector is that gender trainers often lack sectoral expertise. In the government, sector specialists do not have gender expertise, whereas gender trainers lack sector knowledge. Consequently, most of the time, trainees understand the concepts of gender but do not know how to practice their newly acquired knowledge in their public sector work.

Similarly, gender trainers use different approaches and frameworks in gender training programmes. These frameworks are not universal and have their own limitations. Gender trainers' ability to localize the concepts and make it relevant to gender realities in the country is also limited.

Gender training is a transformative tool that challenges the existing knowledge systems that are producing and reproducing power gender relations. Therefore, gender training becomes a site of resistance where gender trainees often defend the existing knowledge system which is the basis of their cognition. Cultural and religious argument is used in defence of exiting power hierarchies based on gender. The gender trainer should have the competence to handle the issue of

women and Islam and give counter argument to push the participants into thinking. Lack of knowledge on Gender and Islam among gender trainers is another capacity challenge in Pakistan.

Currently, there is no mechanism to check the quality of gender trainers. There is no common platform or network in the country where gender trainers could meet, share their experience and learn from each other. The only platform of gender trainers and specialist that was established by the name of 'Mubarza' is presently dormant.

Under the GTZ project of Capacity Building for Ministry of Women Development (CB-MoWD), efforts are being made to create such a space through the establishment of the Network of Alumni and the Dialogue Forum where people committed to bring transformative change within their sphere of influence could meet for mutual learning and sharing.

The domination of self-styled gender trainers in the field who lack understanding about the politics of gender training contributes to undermine the critical edge of gender training. They are imparting knowledge about gender roles and power in a descriptive rather than an analytical manner. This has compromised the transformative politics of gender training and it has become an integrationist/reformist tool rather than transformative instrument.

3.4 Institutionalizing Gender Training

Another key issue in the failure of achieving the objectives of gender training in Pakistan relates to the fact that gender training is not a part of the larger institutional reforms. Institutions are not gender neutral as these are embedded in patriarchal ideologies and positivist development model. Gender is one of the organizing principles in the mode and the relations of economic production. Male dominated institutions work within masculinist framework and mirror gender relations and hierarchies in its management and administrative structures. Gender status quo is systematically maintained and reproduced by institutions through public policy and resource investment.

The national commitment to engender institutions through gender mainstreaming can not be translated into practice through the introduction of gender training alone. To bring change in underlying

patriarchal ideologies and culture of institutions, engendering of rule and procedures, gender responsive accountability mechanisms must become part of the institutional reform package. In the absence of institutional reform, gender training alone cannot achieve the goal of gender equality outcome. Stand-alone gender training becomes an end itself rather than a means to achieve the real objective of gender responsive institutions and governance.

To bring such a radical shift in institutional functioning, demand strong political will at the level of policy makers and senior management. Gender training organized by public sector, often send middle management to these trainings who are then unable to impact upon policy or negotiate institutional changes for gender responsive governance.

The institutional decision to build the gender capacity of its staff does not go beyond gender training. Public sector institutions have failed to allocate resources, financial and human, for the purpose of institutional transformation. No accountability mechanisms are put in place within institutions to report on gender performance.

4 Achievements

Despite issues and challenges discussed above in the practice of gender training to transform social and public institutions in Pakistan, there are a number of gains that have been made because of the opening of the space for gender knowledge in public sector institutions.

The majority of gender trainers interviewed, mentioned that there is greater gender consciousness and acceptability of gender equality discourse in the society, among political representatives and in the public sector.

The state has appropriated the gender equality discourse because of internal and external pressure. The policy documents of the government are fairly gender sensitive. There is a political will at the higher level and within the organizations to integrate gender perspective.

In line with its International Commitments (CEDAW, MDGs and BPFA) on gender equality, the government of Pakistan has officially adopted

gender mainstreaming as a strategy to engender internal structures of institutions, policy and practice.

Gender Focal Persons are placed in all sectoral Ministries to provide technical input and to monitor performance of their ministries from gender perspective.

The training curriculum of some of the national training institutes (SMC (former NIPA), Judicial Academy, Police Academy) has been reviewed and engendered. Engendering of training curriculum of these national training institutes is an important step forward towards gender responsive governance.

Budget Call Circulars have been issued to all Federal Ministries and Division by the Ministry of Finance to report on how the broad objectives of their Ministries take gender issues and concerns in to account.

The adoption of gender mainstreaming as an official policy has led to the demand for gender training to create gender knowledge and skills within the institutions and organizations. The exposure of government functionaries to gender knowledge and skills through gender training workshops has produced a critical mass of gender advocates within institutions. There is a pool of committed government officials in the country now who genuinely wish and strive for transforming institutions and organizations to deliver on gender equality outcomes.

5 Conceptual Guidelines for Transformative Gender Training

Gender training as a feminist project aims at transforming gender relations at the personal, family, community and the state level. Gender training is developed as a mean to create gender knowledge, feminist consciousness and gender skills to de-institutionalize male privilege in the micro and macro institutions of the society. Gender training is a personal, political and a technical tool for bringing social transformation.

The popularity of gender training with national governments and the subsequent proliferation of gender training over the last two decades have been accompanied with the depoliticization of gender training.

The trend in 'technalization' of gender training was noted with grave concern by feminists around the world. They started documenting and reflecting on the processes that have neutralized the transformative potential of gender training in their own specific national contexts (Murthy, 1995 Goetz, 1995, Mukhopadhyay and Wong, 2007, Rao and Moor, 1993, Dasgupta, 2007, Kabeer, 1994, Subhranian, 1995, Habib, 2007).

The present state of gender training devoid of feminist politics presents no threat to private and public patriarchy and to the institutionalized male privilege. This has forced feminist academics, activists and feminist gender trainers to explore what has happened to the politics of gender training and its critical edge. They identified and documented those processes that have successfully turned the political projects of gender training into technical ones in their own countries. However, the literature on critical assessments of gender training has pointed out certain commonalities in the process that de-radicalized gender training in different countries along with specificities in their own national contexts.

There is a common concern among feminists on the evaporation of transformative potential of gender training and they insist on putting politics back in gender trainings. They are identifying the processes and factors that are undermining liberatory aspect of gender training. They have pointed out myriad factors in the literature that need to be avoided in order to re-politicize gender training.

This paper is a modest effort to collate the experience and critique of feminists on the state of gender training around the world and turn into conceptual guidelines for transformative gender training. It is hoped that these guidelines will intellectually equip the community of gender trainers in Pakistan to become more vigilant of the processes that contribute to undermine the transformative agenda of gender training.

In view of the gap in the institutional pronounced commitments and mandate on gender equality and the practice, there is a need for a stronger public pressure to hold institutions accountable. However, without a strong gender constituency within and outside the institutions, there is no hope that institutions will transform its practices and will deliver on gender outcomes. There is a need to support many more initiative like GTZ's CB-MoWD project that supported the establishment of the Network of Alumni. Strengthening and developing of such networks of gender advocates who can

together develop collective voice, will and a power base to hold institutions accountable and demand gender responsive governance can be the most effective strategy for institutional change

5.1 Gender Discourse and the Content of Transformative Gender Training

There is a need for a conceptual clarity on the larger discursive, socio-cultural, economic, political and institutional context in which gender training is infused for transformation. Social transformation required change in people's common-sense about gender roles and relations and gender responsiveness of institutions. This means better understanding of the social processes and structures that construct patriarchal mindset at the social and institutional level to bring transformative change.

It is important to understand that institutions are not gender neutral. The popularity of gender training and the demand for gender knowledge and skills in the public sector institutions that are inherently patriarchal and actively create and recreate gender hierarchies in the society pose new challenges to the politics of gender training.

The feminist transformative agenda is in direct conflict with integrationist agenda of institutions in gender training. The larger socio-cultural and development context of institutions is patriarchal which privilege men's interest over women's concerns and needs. The historic exclusion of women in public life and in government has been challenged by feminists. Women's participation and inclusion in public life is argued on human right, democracy and development grounds. Women constitute nearly fifty percent of the population. They contribute to the national economy through their productive and reproductive labour; therefore, it is the basic principle of democracy and human right that they should be participating in decision-making structure and processes. It is also argued that without the full engagement of women in public life, no country can achieve optimal economic development. While women's rights activists push gender equality agenda as a fundamental human right, the institutions adopt it as part of efficiency rationale. It is assumed that integration of women and their interest in development policy and state institutions will have higher economic dividends. Thus feminists push for institutional transformation, whereas institutions are willing to only

reform themselves by integrating gender concerns in policy, planning and practice.

There is a disjuncture between masculine nature of institutions working within positivist development model and the feminist epistemology. (Mukhopadhyay and Wong, 2007, Dasgupta, 2007, Kabeer, 1994). That is why the institutions embedded within patriarchal capitalist paradigm of development will continue to resist to gender equality discourse and will adopt it only selectively. Gender advocates believe that institutions are not a monolithic, there are internal contradictions and competing interests within institutions that can be leverage to create space for gender equality discourse within state institutions. Therefore, they continue to target institutional transformation as the most fundamental in removing gender inequalities.

Institutional change is essential for the accomplishment of its mandate of gender equality. However, this cannot be realised through the stand-alone gender training intervention. Institutional reforms must accompany gender training to realize its emancipatory potential. Institutional reforms must have the target of achieving the gender balance in institutions through the effective implementation of 10 percent gender quota in the public sector. Women should be promoted at the senior management and policy level. Women's numerical presence in the institutions will be necessary but not a sufficient condition for institutional change. The substantive changes in the rules and procedures, institutional culture, planning, budgeting practices, gender performance indicators and institution of accountability mechanisms with punitive or reward incentive are critically important for institutional change.

Unlike reformist gender training, transformative gender training does not explain gender roles and relations in descriptive manner. It exposes the structural basis of gender equality in society. It analyses the socio-cultural, economic and political systems that are underlying the systems of gender inequalities. The transformative gender training develop the analytical skills of the participants to understand power in gender relations and equip them to challenge unequal gender relations that reinforced by social institutions.

Transformative gender training has a political project. It engages participants in political discourse of gender power relations and intellectually equip them to problematize the matrices of power and domination, critically reflect and challenge gender inequalities in their

social and institutional world. The transformative gender training not only creates critical consciousness of gender oppression, it also focuses on strategies for challenging existing gender power hierarchies and bringing change.

Gender Transformative Training does not essentializes women's oppression. It takes intersectional approach and creates nuanced understanding on the intersection of gender with other social divisions along the lines of class, ethnicity, and religion, rural and urban divide.

Personal aspect of transformation is central to institutional and societal transformation. Transformative gender training creates self awareness and help participants to get in touch with themselves. They are encouraged to reflect on their own thoughts, beliefs, value system, behaviour and attitudes. Transformative gender training aims to touch individuals' lives and bring positive change in their perception, belief, behaviour and attitudes.

5.2 Pedagogies of Gender Transformative Training

The depoliticization of gender knowledge happens the way knowledge is delivered and transferred. Methods and methodologies of gender training impact on learning processes. People have different ways of knowing and diverse style of learning.

Gender transformative training makes a shift from normative approach that puts ad-hoc class room training as one-time activity and a 'quick fix' to training as a long-term, critical, continuous and iterative process. Training can only be effective if it is provided as a series of courses for the same set of trainees over a longer period of time. Follow-up and the impact assessment of training is considered as an essential part of transformative training methods.

The transformative training should combine training and non-training strategies. Some of the skills can be learnt in the structured class room training while others can only be learnt outside the boundaries of training. The technical components of gender training can be imparted in a class room setting. However the advocacy, networking skills can best be learnt and developed by being involved in field based activities.

For the transformative gender capacity building, more creative and innovative training methodologies need to be evolved and applied. Training methods should be participatory, interactive and experiential. This means that gender training needs are not met only at a cognitive level but also at an emotive and behaviour level. Therefore, experiential learning methods are used in transformative gender training.

Training methodologies should be multi-dimensional, empowering and engaging people in collective action. It must entail training and non-training components such as developing networks, dialogue forums for sharing of experience at local, national and regional levels, making alliances with civil society organizations working on gender equality issues. Similarly sharing of good practices around the world is also an effective way of learning and reflecting on how to adapt those experiences in their own political context.

The practical experience often becomes the basis for learning. Gender transformative training uses a process based approach to learning. Some of the political and social skills can only be learnt in real life situations. The participants should be encouraged to be involved in practical gender equality campaigns and should build their constituency outside their institutions for an effective lobbying for institutional change within.

5.3 Strategic Action

Transformative gender training is not only about creating gender knowledge, it is about changing gender outcomes. It has multi-faceted agenda: (i) awareness raising, (ii) imparting gender analytical skills and (iii) strategizing actions to foster social changes.

Transformative gender training focuses on personal change and mobilizes individuals for individual and collective action for social and institutional change.

Institutions are shaped by social and cultural discursive frameworks and social values. As institutions function within patriarchal framework, agency of gender advocates within the organizations has limitation to change the deeply biased institutional structures. Thus, the networking of gender advocates and trainers within public sector

institutions and outside is a powerful strategy to influence the internal working of institutions. Only through collective will, voice and action entitlements for the marginalized can be ensured through inducing institutional change.

6. MATRIX OF CONCEPTUAL GUIDELINES FOR TRANSFORMATIVE GENDER TRAINING

Integrationist Gender Training	Transformative Gender Training
Gender Training as a Stand-Alone Initiative	Gender Training as Part of Institutional Reform
Reformist	Agenda-Setting
Universal Approach to Gender	Intersectional Approach to Gender
Focus on Gender Roles	Focus on Gender Relations
Describe Gender Inequalities	Analyse Gender Inequalities
Simplistic Analysis of Power	Nuanced and Sophisticated Analysis of Power
Project Women as Victim	Project Women as Active Agent of Change
Explain Women's Oppression as a result of Gender Identity	Explain Women's Oppression as result of Interlocking of Multiple Social Relations
Emphasis on the Integration of Gender Perspective in the Mainstream	Emphasis on Transformation of Mainstream
Gender mainstreaming through increasing number of women within Organization	Gender mainstreaming through Integration of Gender Equality Concerns into the Analyses and formulation of all Policies, Programs and Project.
Demands Institutional Reforms	Demands Institutional Transformation
Greater Focus on Technical Skill	Balance in focus on Personal, Political and Technical Aspects of Gender Training
No Incentive for the Institutions for Gender Responsive Working	Punitive and Reward Incentive for the Institutions for Gender Responsive working.
Greater Focus on Femininity	Focus on Both Femininities and Masculinities
Focus either on Agency or Structure	Inter-connection and Constant Negotiation between Agency and Structure
Create Dichotomy of Practical Gender Needs and Strategic	Practical Gender Needs and Strategic Gender Interest are

Gender Interests	projected as a Continuum
Creates Gender Awareness and Sensitivity	Outcome Oriented
Gender Training as Ad hoc, One-off Event	Gender Training as a Continuous and Iterative Process
Gender training in Class Room Setting	Combining Class Room Training with Non-Training Strategies
Lacking in Follow-up	Regular Follow-up
No Impact Assessment of Training	Impact Assessment of Training
Does not Demand Accountability of Institutions	Demand Accountability of Institutions
Does not Focus on Building Gender Communities	Promote Networking and Coalition Building of Gender Advocates
Better Integration of Women in the Society	Structural and Systematic Transformation of the society.
Fit –for- All	Tailor made according to target audience
Depersonalized	Relationship between Trainer and Trainees
Non-Contextual Approach	Contextual Approach
Trainers Identify themselves as Gender Experts	Trainers Identify themselves as Feminists
Training as an end	Training as a mean to an end

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Training Modules

1. 1. Trainer's Manual: Interactive Discussion on Gender Mainstreaming for Gender Mainstreaming in Planning & Development Division and Departments Project
2. Trainer's Manual for Ministry of Women Development (MoWD) Islamabad
2006 Gender Mainstreaming in Planning and Development Division and
Departments Project
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13. Gender Mainstreaming in Planning and Development by Gender Mainstreaming Project, UNDP

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