

ATLANTIS – TARGET NARRATIVE

3. ONE PAGE SUMMARY

Title : TARGET Transnational Applied Research in Gender Equity Training

Summary: This co-operative policy-focused research project proposes to: (1) draw on the expertise of EU researchers to develop evaluation criteria for gender mainstreaming training in US development projects, with the UW-Madison producing a database of gender expertise and training programs in the US ; (2) compare this US development-focused gender mainstreaming to that conducted within the EU among the member states, to identify context-specific differences in training needs and enhance the focus on race/ethnic and other types of intersectional inequalities in gender mainstreaming training; (3) conduct four expert workshops, one in the US and three in the EU, to specifically identify best practices in gender mainstreaming training with regard to content (HU Berlin), methodology (RAD Nijmegen) and curriculum standards (UCM Madrid), as well as for outreach into third country development for “training the trainers” (NU Boston); (4) develop a curriculum manual for EU trainers and disseminate best practices for teaching the gender mainstreaming approach both within the EU and US and in third countries, both by making data and reports available on the web, and by publishing and presenting the research results in academic and applied contexts. Such systematic comparative analysis of existing gender mainstreaming training is an essential prerequisite for promoting and improving the development of gender expertise in all policy areas, as the commitment to mainstreaming gender demands.

Consortia: In the US, University of Wisconsin-Madison (lead) and Northeastern University, Boston MA (partner); In the EU, Universidad Complutense de Madrid, Madrid, Spain (lead); Radboud University, Nijmegen, Netherlands, Humboldt University, Berlin, Germany (partners)

Number of planned meetings and locations: For the EU: One meeting in the annual FIPSE/DG EAC conference and 3 expert meetings in Berlin (May 2008), Nijmegen (November 2008) and Madrid (February 2009); For the US: One meeting in the annual FIPSE/DG EAC conference and 1 expert meeting on gender training in Boston (March 2009)

Activities: 1) Comparative research: Assessment instruments developed in MAGEEQ will be applied to US and transnational development projects, a database of gender policy experts and training programs developed, phone interviews with trainers conducted, an overview of the state of the art in US gender mainstreaming training written. 2) Expert meetings: management and organisation of the seminars (inviting experts, booking flights and hotels, hiring space, translators, etc); preparation of agendas and materials in advance of each meeting; participation of the partners in the meetings, analysis and interpretation of the results of these meetings. 3) Dissemination of results: refining the database on experts, their training, and existing training

programs; drafting a manual of best practices in content, methodology, and curriculum standards; posting reports on existing training and new directions for curriculum development on the web; editing and publishing a gender training manual; preparing and presenting papers at international and national conferences; developing context-specific training programs to be situated in higher education institutions and policy administration units. .

Expected results and outputs: A database on gender training experts and programs; manual on gender training practices, curricula, and standards; participation in conferences and workshops to disseminate results to policy makers and academics. Comparisons within and between the US and EU in training practices, curricula, methods, and standards will promote a higher quality mainstreaming of gender into policymaking by learning from existing best practices, and promote the development of specific training programs in gender and women's studies and area studies of development that will refine and improve the educational standards for gender expertise.

4. PROPOSAL NARRATIVE

Proposal Narrative. In no more than 6000 words, you should describe in detail the following items:

- The relevance, objectives and activities of the project activities
- The nature and activities of the project
- The strategies to achieve the objectives you plan to accomplish in the proposed timeframe
- The role each partner will play in the project's implementation
- The innovative elements or strategies of the project
- The added value of multilateral, transatlantic cooperation in the project
- The expected results and outcomes of the project
- The potential impact of the project for a wider group of institutions
- The plans for evaluation, promotion and dissemination of the project results

Project Narrative

Transnational Applied Research in Gender Equity Training (TARGET)

Around the world, in major transnational organizations from the World Bank to the United Nations Development Program, gender equity has been adopted as a major organizational commitment. The European Union and its member states have explicitly endorsed **gender mainstreaming** – that is, ‘the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is

incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making' (Council of Europe 1998: 15) – as the preferred means to reach its goal of equality between women and men. Individual countries receiving development assistance are also being held accountable by transnational bodies for making an explicit institutional commitment to gender mainstreaming on a variety of organizational levels (Council of Europe, 1998; Rees 1998). Taking such a “gender equality perspective” requires that policy actors be appropriately trained to recognize the gender implications for both women and men in policies that are only ostensibly gender neutral.

The need for gender training arose in the 1980s in the context of setting economic and social development policy. By the UN Fourth World Conference on Women in Beijing in 1995, 189 countries pledged that “Governments and other actors should promote an active and visible policy of **mainstreaming a gender perspective into all policies and programs**, so that, before decisions are taken, an analysis is made of the effects on women and men, respectively.” The Beijing Platform for Action has in fact encouraged a proliferation of gender equality training programs for policy makers around the world in the 21st century. The EU has been an enthusiastic adopter of gender mainstreaming as its preferred mechanism for fulfilling its commitment to “eliminate inequalities, and to promote equality, between men and women” in all its activities (Article 3.2 of the Treaty of Amsterdam, 1997). This strong endorsement has given the EU a special stake in ensuring that gender mainstreaming programs are done well.

Effective training, clear evaluation criteria and dissemination of best practices are recognized as essential elements for ensuring quality in gender mainstreaming projects. The EU has acknowledged this in its decision to fund the 5th Framework MAGEEQ (Mainstreaming Gender Equality) and 6th Framework QUING (Quality in Gender Equality Policies) research groups to provide a comparative analysis of gender mainstreaming and equity programs within its own borders (see www.QUING.eu). The evaluative elements of this research have not as yet incorporated any consideration of third-country gender equality programming even though the role of gender mainstreaming in social and economic development funding is steadily growing in significance for the EU and its member states. Within the US development community, gender mainstreaming is common, but remains ad hoc and unevaluated. Some UN agencies, such as World Health Organization, have recently embarked on major gender-mainstreaming initiatives.

As the already completed MAGEEQ Project has found (see publication list attached as Appendix 1), the gender mainstreaming emphasis on the “policy actors normally involved” and incorporation of gender awareness at all stages from formulation of a problem to implementation of a solution has taxed the capacity of organizations to integrate gender equity concerns. Many administrators have not had much previous opportunity to develop awareness of the gender dimensions of ordinary organizational functioning. Many people, in and out of policy settings, operate with an assumption that “gender” really is only about women, and that policies that are not explicitly about women are gender neutral. Academic research on gender has challenged the assumption of neutrality, pointing out how standards based on men as the norm have had

discriminatory impacts on everything from pension rules to water resource policies. Rather than only retroactively correcting such problems, gender mainstreaming offers a proactive approach to identifying and addressing inequities. Gender mainstreaming policies may also be used to help policy makers intervene affirmatively to help societies achieve their goal of gender equality.

The Transnational Applied Research in Gender Equity Training consortium (TARGET) is explicitly designed as a step toward developing curriculum and tailoring research training to address this significant and growing need for gender policy experts and for teachers able to effectively train policy actors. Composed of five major institutions, three in the EU and two in the US, TARGET brings together a wide range of experience in gender mainstreaming across EU and third-country contexts. Moreover, each institution brings distinctive strengths in training in gender, in policy studies, and in development.

The US-EU partnership will allow for dialogue and development in two significant areas that have thus far not been fully incorporated into gender mainstreaming training discussions. First, most US gender mainstreaming work has been focused on the area of development aid, but with little evaluation of the training needed for policy experts. The partnership with EU institutions which are doing significant research on training will allow US agencies to build on their assessments of needs and begin to develop gender training criteria also. Conversely, most EU research has focused on mainstreaming within member states; thus such a dialogue will also allow the EU to begin to consider strategies for including gender mainstreaming training in its development assistance programs. Second, whereas in the US a policy focus that incorporates an understanding of relationships between gender, race, class and other significant markers of difference among women (“intersectional analysis”) is commonplace in the academy, this form of analysis is only emerging in EU gender mainstreaming. This partnership will therefore also allow for further development of intersectional analyses in EU training projects, which is also central to QUING’s mission.

Objectives:

We propose in this project to: (1) draw on the expertise of EU researchers to develop evaluation criteria for gender mainstreaming training in US development projects and produce a database of experts and training programs in the US; (2) compare US development-focused gender mainstreaming to that conducted within the EU among the member states, identifying context specific differences in training needs and enhancing the focus on race/ethnic and other types of intersectional inequalities in gender mainstreaming training; (3) conduct four expert workshops, one in the US and three in the EU, to specifically identify best practices in gender mainstreaming training with regard to content, methodology and curriculum standards, as well as outreach into third country development for “training the trainers”; (4) develop a curriculum manual for EU trainers and disseminate best practices for teaching the gender mainstreaming approach both within the EU and US and in third countries, both by making data and reports available on the web, and by publishing and presenting the research results in academic and applied contexts

Objective 1: Assess the State of the Art in Gender Equity Training

Building on the work completed by MAGEEQ, the US partners propose to assess what gender mainstreaming training is being done in the US in terms of both skills and curricula. MAGEEQ (Mainstreaming Gender Equality in Europe, www.mageeq.net) focused on the analysis of the different meanings of gender equality policies and mainstreaming in six EU member states from the South, East, West and North of Europe through a series of country studies and a comparative analysis. MAGEEQ found a need for improving the quality of gender equality policies: the development of high-level standards of gender training curricula appear as a key element in this process. The US partners will consider the proposition that US gender mainstreaming work is directed almost entirely to policy makers in third countries. The US partners will adapt and apply criteria developed in MAGEEQ to assess the direction and scope of gender equality training. Both US and EU partners will look at who ‘trains the trainers’ for development projects in third countries, how and where this training of experts takes place, and who pays for it.

The EU 6th Framework Research Programme, QUING, already is committed to developing an assessment of training for gender mainstreaming inside the EU in its subproject, OPERA. Directed by the EU lead institution, UCM (Madrid), this OPERA subproject already is committed to gathering data on EU gender training programs that are directed at EU and member state policy making. TARGET proposes to add a component assessing US gender training in the area of development policy and to compare this to EU-internal and EU-development approaches. The US partners will use MAGEEQ experts to help develop our assessment instrument. We will then use the instrument to conduct telephone interviews with selected experts in the area of gender training (preliminary list of interviewees attached as Appendix 2).

A variety of existing programs and centers globally are currently engaged in offering gender policy training within governmental and non-governmental organizations. Our partner institution, the Gender Competence Center of the Humboldt University, Berlin, has been funded by the German government to teach the gender mainstreaming approach to state and local policy-makers in that country well in advance of QUING being able to define the best practices for such training. The International Center for Research on Women in Washington DC, where some of the UW students have worked, trains demographers, economists and political scientists in gender analysis and then sends these trainers out to teach others around the world. Dissertation research being done at UW-Madison compares how EU and UN “gender experts” teach gender mainstreaming to Vietnamese policy-makers as part of their development aid packages (Kelly 2006) and how the Danish development agency DANIDA makes gender equity training part of its program in Ghana (Madsen 2006). Despite these wide-ranging initiatives, there is no defined curriculum, or even some commonly agreed-upon skill set, for gender experts – whether in the EU, the US, or third countries in the global South.

The lack of a defined curriculum makes assessing the state of the art in gender equity training a crucial first step. Without an assessment of how a gender perspective is formulated, what curricula are in use to teach it, what types of training are most effective for learners, and where and by whom it is being provided, it is hard to imagine the “gender expertise” on which gender mainstreaming depends being recognized as a significant educational achievement.

The EU partners (UCM, RAD, and HU) will contribute to Objective 1 by providing an overview of the current situation of gender training in the EU. Their work will include the collection of systematic information on gender training and gender trainers in Europe. The US partners will survey the gender trainers in the US and in international institutions and EU development agencies that are dealing with third countries. Identifying best practices is a first step toward improving existing standards of training and for facilitating the transfer of knowledge on equality policy between the academic and policy-maker communities, necessary for the gender mainstreaming strategy to work. The comparative perspective of the Atlantis program will help to define the framework for assessing what the US is doing.

Objective 2: Enhance QUING by looking at third-country (not US or EU) development policies

The OPERA project looks at gender training in a comparative context within the EU across all policy areas. As a result, policy agencies working on third-country development assistance are implicitly included, but only occupy a marginal position in the overall assessment of EU gender mainstreaming policy. By consciously enhancing the focus of assessment to include comparison of how the EU and its member states do gender mainstreaming training targeted at other countries, we will facilitate comparison with the US, which puts virtually all of its emphasis on gender mainstreaming in this area. Drawing on findings about intersectionality in US policy research on gender will also enhance the analysis of how race, ethnicity or religion intersect with gender equality policies in the EU, a central part of the QUING mandate overall.

Because the gender expertise that is created and put into effect in “training trainers” globally has developed in different places and in different ways, assessing the state of the art demands facilitating comparisons. An important dimension of difference is whether programs are being developed within the same country as they are being applied (e.g. gender training in Germany for German public administration, such as being done at the Humboldt University) or whether they are being formulated transnationally and being taught from the outside to policy-makers of a different country or region (as the Danish development agency, DANIDA, is doing in Ghana). Comparing domestic and international goals for gender expertise and policy targets for gender mainstreaming efforts will help to clarify what skills are needed in what contexts.

A second dimension of difference is whether training of disciplinary experts happens “on-the-job” by practitioners for practitioners, or is more academic in focus and style. The diverse practitioners providing gender expertise, located in both the global South and

North, have a wealth of knowledge drawn from their program experience that they are now handing down to others. Connecting them with academics who teach both gender studies and development studies will enhance the training programs offered to students who wish to work in this area. Academic researchers such as Teresa Rees, Sylvia Walby and Caren Grown have contributed significant insights into the social and political processes leading to greater success in achieving gender equity that could be more effectively communicated to practitioners in the policy field. Joy Kwesiga, at Makerere University, Uganda, is a leader in this area from whom we can learn.

The institutions that compose TARGET also bring a diverse set of approaches to training. For example, researchers at one partner institution, Radboud University (Nijmegen, Netherlands) have developed an approach to teaching gender mainstreaming based on the “problem structuring” methodologies of business management. This family of methods helps organizations deal effectively with situations in which there is disagreement about what the problem is or even whether there is a problem at all. Their particular approach uses one of these methodologies, Group Model Building (GMB), which is based on system dynamics and emphasizes the role of information feedback. Women’s studies researchers at UW-Madison have contributed insights in the paradoxical role of decentralized decision-making for incorporating a gender perspective in health policy-making in Latin America (Ewig) and teach gender budgeting, a form of gender mainstreaming (Tripp). Northeastern University, another partner institution, has a long and distinguished record in developing co-operative education programs that integrate on-the-job and classroom learning for producing relevant skill development at the university level. These teaching methods will be another topic of collective inquiry and collaboration.

The US partners will produce an interim research review that summarizes what strategies are available internationally and compares the findings on gender mainstreaming training from academic and policy researchers across different settings in the US, EU and developing world. This review will help to identify key experts and focus our attention on important differences by context and policy area that can be discussed in more detail. By including the intersectional effects of gender with race and ethnicity, which has been more extensively studied in the Americas, this review will enhance the analysis of intersectionality in the QUING project.

Objective 3: Compare Training Criteria and Curricula in Face-to-Face Meetings

Using our state-of-the art review of US gender mainstreaming training in Objective 1 and comparative analysis of EU and US gender mainstreaming training developed in Objective 2 as preparatory material, we propose to convene four separate working group meetings of applied and academic experts: two larger international seminars, one in Madrid, to be coordinated by the EU partners, and one in the US, to be coordinated by Northeastern University, and two smaller seminars, one in Nijmegen and one in Berlin, to be coordinated by the EU partners. Although the QUING project provides the European background research, it did not budget for expert meetings, and these supplemental activities are crucial for identifying best practices.

In each of these two-day discussions, for which prior papers will also be circulated, the assembled gender experts will discuss the criteria for best practices in “training trainers” in their different settings and for different target groups. The Madrid expert meeting will focus on EU gender experts at the national and regional level, but also include US participants who are knowledgeable about the implementation of gender mainstreaming under EU and UN auspices in developing countries. The Boston workshop will focus on gender mainstreaming in the global South done under UN, World Bank and US NGO auspices, but will also include experts on gender mainstreaming in the EU context, to aid in the comparison.

The EU-based workshops will exchange knowledge on gender training with a distinctive focus on the specific elements of content, methods and standards for gender training. In particular, the expert meeting held at Humboldt University of Berlin will focus on **content** of training, for which purpose a workshop shall be held gathering experts in curricula development integrating gender in different fields. The expert meeting that will be held in Radboud University in Nijmegen will be focused on the **methodology** of training: it will involve the development of methods of interactive gender training between policymakers and gender specialists. The expert meeting held at the Universidad Complutense de Madrid will be policy oriented and bring the experience gathered in the two previous meetings to discuss **curriculum standards** for gender training for policy makers, politicians and public administrators.

The active interconnection of the US and EU workshops will facilitate the formulation of ideas about the appropriate and necessary gender training that is both context-specific and globally transferable. We assume that gender training would need to be tailored to fit the specific policy area (e.g. health or education) and context (e.g. OECD or later developing countries), and we aim to create a more systematic overview of what these different needs are and how they might be met by particular training approaches.

In these expert discussions, we aim to develop a fuller and more comparative knowledge of the state of the art in gender training. After each expert meeting, the US and EU partners propose to prepare brief overview reports that will: (1) summarize the desired content of gender expertise, including such disagreements and differences of emphasis that we can identify between training for EU mainstreaming experts and those in the field of development assistance; (2) suggest possible methodologies that could be focused on meeting these diverse needs, including mechanisms at both the BA and MA level such as internships and cooperative field placements as well as standard coursework; and (3) suggest possible curricula and criteria for certification of gender training expertise at the institutional level for policy implementation.

Objective 4: Disseminate Research to Appropriate Policy Makers

TARGET’s comparative overview of the criteria most widely viewed to be relevant for working on gender mainstreaming, the curricula seen as most effectively meeting these criteria, and the best practices for training future practitioners and scholars of gender

mainstreaming can only be seen as a first step toward meeting pressing training needs. The work products and evaluations produced in Objective 3 would need to be more widely circulated for discussion before the specific types of curriculum development that would meet these needs can even be proposed.

Each of the work products of the prior stages would be broadly circulated in both the policy-practitioner and academic communities on both sides of the Atlantic. In addition they would be sent to selected organizational leaders in the gender mainstreaming area with the goal of obtaining direct feedback about the feasibility of implementation in MA-level programs in Women's Studies, Area Studies, and Policy Studies. These evaluations would be included in the reports we submit to the Atlantis Program.

BA- and MA-granting Women's Studies Programs in both the US and EU member states, Title VI area studies centers in the US, and gender and development research units in EU countries and in the US are the most appropriate wider circles to be drawn upon for further suggestions and feedback. We see the further development of women's studies certifications in gender training and area studies certifications in gender policy as two plausible strategies for the further development of gender mainstreaming training at the university level. The World Universities Network, in which UW Madison plays a major role, can be an important partner in this regard.

At this point, Women's and Gender Studies programs in both the US and EU member states offer their own degrees from BA and MA to PhD. Graduate certificates in Gender and Women's Studies for those taking degrees in other fields (education, sociology, anthropology, political science, demography, political economy) enhance the disciplinary training of students who are being prepared for working on gender issues. Women's Studies programs and departments have always had a commitment to producing applied knowledge and integrating academic with practical experience, and programs with an international focus – whether in gender studies or in area studies – are already a source of training on which international development programs and gender mainstreaming policy initiatives rely. The insights into gender mainstreaming training we produce would enhance the education of students who would be recruited by policy agencies – as gender experts who can train trainers or as policy makers who already have developed the necessary gender equality perspective to implement gender mainstreaming in their area of expertise

In this final stage of TARGET, the suggestions that we have developed in our expert meetings and compiled in preliminary reports would be circulated among experts and training programs. The first round of distribution would be to the other gender experts that our network can identify, and their evaluations will serve as feedback for refining this report. The second round of distribution of our report, modified as needed from the first round, would then go to universities and research institutes where gender training occurs to assess the desirability and feasibility of our suggestions for criteria, curricula, and certification in their institutions. This second round of evaluation would also be reported to Atlantis. Both rounds of distribution would be jointly coordinated by the US and EU partners, working together to ensure few gaps or overlaps.

In sum, the combined influence of the UN and EU as transnational actors on the global stage has made gender mainstreaming part of the expectation for good public policy development without yet providing an orderly way to “train the trainers” of public officials at all levels. There is little recognized training for those who are taking on the responsibility for providing such gender expertise, let alone working at the higher level of evaluating how well such gender expertise is being heeded and becoming effective in policy-making. TARGET will address this gap, laying important groundwork for future gender policy curriculum development by determining the state of the art and best practices of gender policy training, not only in the EU but also in the US and the global South.

Partner Institutions

TARGET is an outgrowth of the networking already begun through the outstanding research projects funded by the EU (MAGEEQ and QUING) and among gender and development experts in the US. It will expand this network into a robust, transatlantic partnership.

On the EU side, Mieke Verloo, the overall director of both MAGEEQ and QUING, is a member of the Council of Europe’s expert group on gender mainstreaming and core to the network of gender equity policy researchers in the EU. She is the most widely known and respected researcher working on the comparative analysis of gender mainstreaming policy in the world. The QUING project unites 12 research groups across Europe, of which two – Madrid and Berlin – are also partners in the present project. The Humboldt University Berlin is a pioneer of applied gender mainstreaming training in Europe. Its Gender Competence Center, directed by Susanne Baer, has received funding from the German government for innovative gender equality policy training. The University Complutense Madrid co-directors, Emanuela Lombardo and Maria Bustelo, are supervising OPERA and the assessment of gender mainstreaming at the EU level. Through the QUING project, these partners have an already constructed network of gender mainstreaming experts who are knowledgeable about each of the 27 EU member states.

MAGEEQ has been a very successful project in terms of academic activities, with 160 total listed activities (publications, conferences participation) by members in the 3 years of the project. Furthermore, a special issue of the Greek Journal of Social Research (2005 117) has been dedicated to MAGEEQ, Mieke Verloo is editing a book on the MAGEEQ research (CEU 2007), several articles based on the MAGEEQ findings have been published in academic journals on gender and politics (e.g. European Journal of Women’s Studies, Social Politics), books and articles on MAGEEQ in the country languages have also been published (e.g. Spain, Hungary), and MAGEEQ research has won awards (Spain, 2006 Prize for best research paper on gender studies won by Spanish MAGEEQ team).

On the US side, the UW-Madison has been a leader in gender and development policy (see attached list of faculty experts in Appendix 3). It is a leading university world-wide

in both international studies and women's studies, with an internationally focused MA in Women's Studies (with a language requirement), and nine different Title VI centers as well as a European Union Center of Excellence (EUCE). Its Women's Studies Research Center, which Tripp directs, has been a focal point for several research projects and numerous visiting scholars working on issues relating to gender mainstreaming. The EUCE has a primary research focus on social inclusion, which has been directed by Myra Marx Ferree. Under its auspices, researchers from MAGEEQ and QUING (Verloo, Walby, Lombardo) have presented their methodologies and findings in Madison. At each visit they effectively engaged local policy-makers in Wisconsin (such as Lt. Gov. Lawton) in considering the applicability of a gender mainstreaming approach in state government. Ferree and Tripp are also the co-editors of *Global Feminism: Women's Activism, Organizing, and Human Rights* (2006, NYU Press), which connects work by practitioners and academic researchers in the area of gender organizing and policy making.

The co-directors in Madison, Christina Ewig and Aili Mari Tripp are experts on gender policy in Latin America and in Africa, respectively. Ewig is the recent director of a Fulbright Foundation-funded comparative gender policy workshop based in Latin America. Tripp has worked extensively with the UN on gender and development issues, including mainstreaming and women's empowerment. She has authored a forthcoming book (Cambridge University Press, 2007) on the political impact of women's movements in Africa, which examines gender quotas, national gender machineries, women's ministries, and gender mainstreaming policies like gender budgeting. UW-Madison also has long-standing partnerships with the Católica University (Peru), FLACSO-Ecuador, and Makerere University (Uganda) that facilitate ties to the international community of gender and development training programs. UW-Madison hosts a fully-searchable meta-website, www.globalgender.net that links academic gender scholarship on gender equity issues with agency and practitioner reports, and to which we propose adding curricula and reports on standards of training as we develop them (using www.quing.eu also).

Northeastern University is not only a national leader in student cooperative education, which involves practical skill development in placements with appropriate employers, but its project director, Kathrin Zippel, is a widely recognized expert in comparative analysis of EU and US gender policy development and implementation. Zippel has conducted an acclaimed study (2006) comparing the policy process for combating sexual harassment in the US, the EU and Germany which gives us some important parameters for comparing approaches to gender mainstreaming. Northeastern University participates in graduate consortia in both Women's and Gender Studies and in European Studies with other universities in the Boston area (Harvard, MIT, Boston University, Brandeis, Tufts) which offer a range of faculty experts in gender and area studies. Northeastern is the most applied and policy-oriented institution in this consortium, and thus the best locus for a training program focused on practitioners as well as scholars.

The UCM is already participating in the EU QUING project (Quality in Gender Equality Policies contract n: 028545-2, 2006-2011, www.quing.eu), funded under the 6th Framework Program of the European Commission. Within QUING, the activity named

‘OPERA’ deals specifically with gender training. OPERA, whose activity leader is Prof Maria Bustelo and senior researcher at UCM is Dr Emanuela Lombardo, aims at integrating knowledge on gender, intersectionality and European gender equality policies into operational standards for gender training, including the training of trainers. There are strong synergies between QUING and the Atlantis project proposed in collaboration with the University of Madison and Northeastern University.

OPERA’s research within QUING focuses specifically on what are existing practices of gender training in the EU, how can trainers best be trained (and by whom), and what should be the standards of gender training courses. However, QUING’s budget was not designed to systematically compare gender training in Europe to that in the US, or to organize expert meetings with relevant gender trainers to discuss both content and methodology of curricula for gender training. There is no budget to support travel expenses for gender experts to meet and discuss gender training curricula, or for assistants to help with the organization of the expert meeting, nor to compare EU internal standards with US and third country standards of training.

However, OPERA provides a well designed launch pad from which the Atlantis program can begin its work.

By combining the deep expertise of our EU partners in assessing gender mainstreaming policy and practices with the US partners’ global reach and practitioner-focused education, we will be able to begin to develop and disseminate criteria for quality education for gender experts. Our rich networks of connection with gender trainers and consultants around the globe will allow us: to bring together enough diverse expertise in “training the trainers” to assess the state of the art in this area; to facilitate an extended discussion among these experts about appropriate and feasible future standards of certification; to disseminate the results of these assessments to many different institutions that now are or may be offering training to meet this growing demand.

Plan of work and schedule for evaluation.

TARGET will serve as a seed project for future curriculum development and student exchange programs in both the US and EU. Because the funded portion of this project runs from November 2007 to November 2009, the plan of work is laid out in half year sections to better coordinate with academic year schedules.

Fall 2007: UW-Madison will use its own funding (internal UW and EUCE) to coordinate implementation plans with the QUING partners, to begin to develop data collection instruments to be used in the US, and to compile a list of gender training programs that exist in this country oriented to preparing students to do gender mainstreaming work or gender equality policy work..

Spring 2008: UW-Madison will hire a graduate student hourly employee to help with surveying the gender training programs (both in and outside the academy), existing curricula and criteria in use, locus and cost of training offered, types of students trained. HU-Berlin will organize the first expert meeting in May to discuss content of training.

Objective 1 will be completed by June 30, 2008, and the database submitted to Prof. Amy Stambach for evaluation.

Fall 2008: UW Madison will use student hourly labor to do library research on gender training and policy studies in the US and developing world. Area studies gender experts at UW will supervise the production of reports that outline gender mainstreaming initiatives in policy in their parts of the world, assemble an interim report on how gender mainstreaming differs by policy areas and target countries, and how the skills needed may vary. This report will serve as the basis for discussion in the Boston spring workshop. Northeastern will choose and invite the gender policy experts who will attend the large Boston workshop. RAD Nijmegen will hold its smaller expert meeting in November. We will complete Objective 2 by December 1 2008.

Spring 2009: UW Madison will circulate the interim report for evaluation and receive evaluations back by February 2009. Northeastern University will host the workshop on gender equity policy training in comparative perspective in March 2009. Northeastern will circulate the interim comparative report as well as the papers produced by the invitees in advance of the workshop and produce the summary report of the findings of the workshop. UCM-Madrid will hold the workshop on curriculum standards in May 2009 and produce the summary report of its findings. As well as the evaluator, attendees will be asked to provide feedback on the quality of the materials and best practices. Objective 3 would be completed by June 30 2009.

Fall 2009: UW Madison will compile a draft final report and circulate it by email to appropriate gender experts (those included as well as those not included in the workshop) and policy-making institutions. We would ask for specific feedback in a form that can be shared with Atlantis, and we would revise the report into a final form based on this feedback as well as that from our evaluator, Prof. Stambach. UW-Madison and UCM-Madrid will disseminate the final report to universities and policy institutes that engage (actually or potentially) in gender training and ask for feedback in regard to the suggested curricula and criteria for certification. All partners will participate in conferences and seminars to publicize the proposals in the report. Objective 4, the dissemination of this report will be well underway by November 30 2009, but will continue after the expiration of the grant.

Feedback on the report, as well as preparation of a grant proposal for a transatlantic MA degree certificate in gender mainstreaming that would be submitted to Atlantis would continue into Spring 2010. Such program development is needed to improve standards of training and to facilitate the transfer of knowledge on gender equality policy between academics and policy-makers, on which the success of the gender mainstreaming strategy depends.