

# Appendix: Madrid Declaration on Advancing Gender+ Training in Theory and Practice

Complutense University, Madrid,  
February 3–4, 2011

**Important note:** This Declaration is meant to engage all gender+ trainers, gender+ training commissioners, and gender+ training experts who express a commitment to further development and improvement of gender+ training as an emerging professional field. In this Declaration, many concepts are inherently contested. We have put those in *italics*, signalling our intention to use them in as inclusive a way as possible and to have intensive productive dialogue at a later stage in order to avoid lack of clarity or exclusion due to these concepts.

## Preamble

As *gender+* trainers, *gender+* training commissioners, and *gender+* training experts, we understand ourselves as part of a broader movement for change towards more *gender equal democratic* societies. We are committed to delivering, commissioning, and further developing the highest quality training. With the use of the concept of *gender+*, we signal that we work with gender as intersected with other structural inequalities. Gender+ training should work towards engaging both men and women.

In order to provide the highest quality training, we acknowledge and commit to the following:

## Concerning the positioning of Gender+ training

- Gender+ training should ideally be carried out as part of a broader explicit gender mainstreaming strategy.
- Gender+ training ultimately is a means towards making policies work better for people through improving the quality of policy making.
- Gender+ training is linked to the broader community of gender+ scholars, researchers, and students and learns from and contributes to this community.

## Concerning the content and methods of Gender+ training

- The content of gender+ training should include the structural character of inequalities, the power mechanisms reproducing these inequalities, and the privileges and power enjoyed by some groups, so that gender+ biases and gender+ blindness are understood as a result of the inequalities that are to be overcome.

- Intersectionality should be integrated into gender+ trainings.
- Transformative learning methodologies such as participatory and experiential methods should be used whenever possible in order to maximize the learning experience for participants.
- Resistances to gender+ training should be embraced and dealt with as part of a necessary process of organizational/institutional, societal, and personal change.
- Gender+ training is based on *feminist and gender theories* translated to practitioners. Trainers should actively search for ways to communicate up to date *feminist and gender theories* in the training.
- Gender+ training should combine knowledge transfer with *competence and capacity building* while also confronting attitudes that could hinder the application of knowledge and competences.

### **Concerning the further development of high-quality Gender+ training: Sharing, reflecting, and professionalizing**

- Innovations in theory and methodology should be developed, shared, and applied in order to remain on the cutting edge of expertise in both training and gender+.
- Experiences should be shared by engaging in (sub)national, European, and transnational networks and Communities of Practice based on transparency, inclusiveness, an appetite for “practices with potential”, and recognition of others’ work.
- Reflexivity enhancing practices should be an integral part of any gender+ training and mainstreaming proposal and activity, using methods such as questioning, peer review, and intervision.
- Gender+ trainers, commissioners, gender+ training experts, and representatives of equality institutions should work together in an open dialogue to develop professional quality standards on theory, methodology, format, and ethics, including sufficient time for training and sensitivity to context.
- Gender+ trainers, commissioners, and gender+ training experts should be realistic in their expectations and in the design and implementation of gender+ training, specifying the level of training and the time and resources allocated to the training.

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