MANUAL ON TRAINING FOR GENDER EQUALITY

UN WOMEN

TRAINING CENTRE

LIST OF ACRONYMS

CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
GEM	Gender Equitable Men
ILO	International Labour Organization
LNA	Learning Needs Analysis
M&E	Monitoring and Evaluation
MSC	Most Significant Change
PPT	PowerPoint
RFP	Request For Proposals
ToR	Terms of Reference
ToT	Training of Trainers
UN	United Nations
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women

Contents

1. INTRODUCTION

The UN Women Training Centre aims to build a society that respects and promotes human rights for all women and men through training for gender equality. The Training Centre is dedicated to supporting the UN and other stakeholders to realize commitments to gender equality, women's empowerment and women's rights through transformative training and learning.

The UN Women Training Centre approach to training for gender equality is guided by key international normative instruments, in particular the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action. The Training Centre's courses range from a basic and introductory level to specialized and advanced levels for diverse participants. The Training Centre makes maximum usage of online training tools including e-learning courses and pays special attention to implementing an interactive, transformative learning approach.

The Training Centre defines "training for gender equality" as a transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviors. Training for gender equality helps men and women to build gender competence and acquire the knowledge and skills necessary for advancing gender equality in their daily lives and work. It is a long-term process that requires political will and commitment of all stakeholders in order to create an inclusive, aware and competent society that promotes gender equality.

PURPOSE OF THIS MANUAL

This manual was initially developed as an internal, living document for UN Women Training Centre personnel. It has now been revised in order to provide practical guidance and information to all actors developing training for gender equality, including other UN personnel and representatives from civil society organizations and governments.

Drawing upon the UN Women Training Centre's experience, this manual provides practical tools, templates, checklists, resources and lessons learned in order to guide the development of training for gender equality. It is structured by the six phases of the training cycle:

1. **Analysis**: Assessing the learning needs and the feasibility of the proposed training.

2. **Design**: Constructing the outline of the training including the learning outcomes, target audience, methodology, monitoring and evaluation, communication strategy, timeframe, tasks and responsibilities.

3. **Planning**: Recruiting training participants and facilitators as well as organizing logistics in order to run the training.

4. **Development**: Drafting the training content, methods and materials as well as adapting it to the specific learning needs of participants, graphic design and packaging.

5. **Implementation**: Piloting and running the training.

6. **Evaluation**: Monitoring, evaluating and follow-up of the training.

TRAINING COURSE
DEVELOPMENT

UN WOMEN
TRAINING CENTRE

1. Analysis
2. Design
3. Planning
4. Development
5. Implementation
6. Evaluation
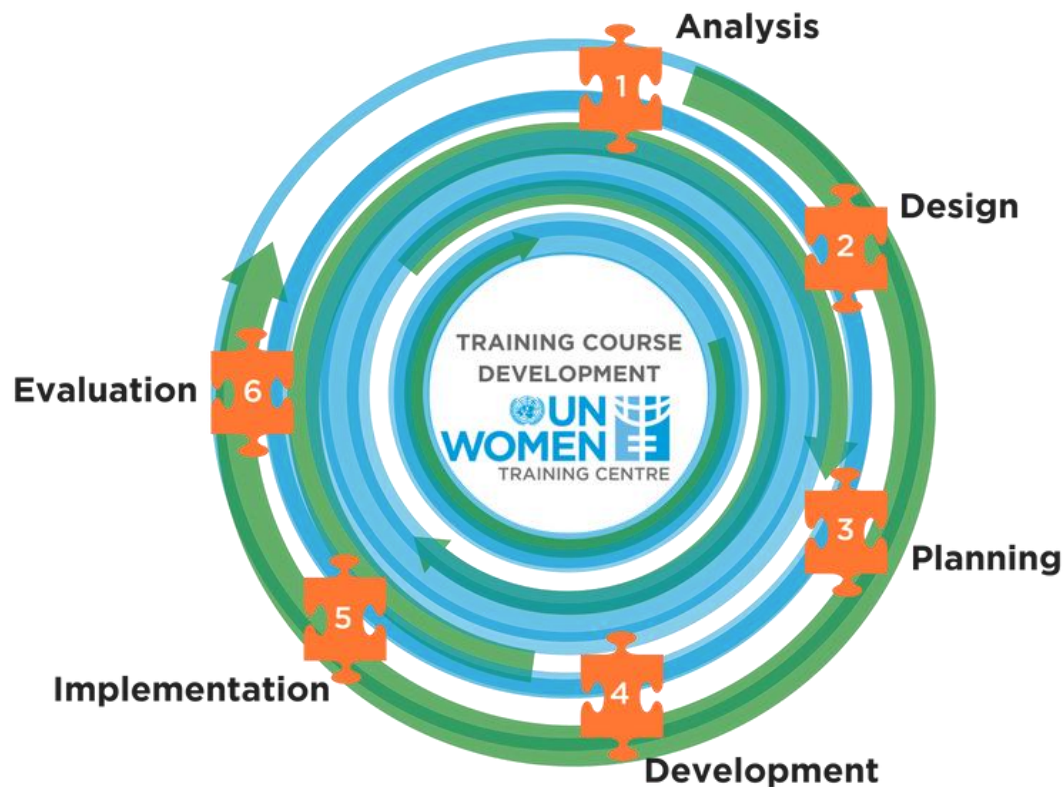
Following this process helps ensures that training meets the needs of the target audience, upholds the highest educational standards and has the desired impact. It is important to note that the development of training is not a rigid process but leaves room for flexibility and adaptation. In practice, the order of the phases in the training cycle is not always linear. While some phases can only happen consecutively, others can be conducted simultaneously.

These training phases apply when developing different types of training for gender equality, as further described in the *Typology on Training for Gender Equality*,[1] including training focused on:

1. Awareness-raising and consciousness-building
2. Knowledge enhancement
3. Skills training
4. Changes in attitudes, behaviors and practices
5. Mobilization for social transformation

QUALITY ASSURANCE CRITERIA

The UN Women Training Centre is committed to being rigorous in the way it assesses, designs, develops, plans, implements, and evaluates its training courses and products. As such, we strive to meet international quality assurance criteria for training, such as the ECBCheck[2]. In addition, the UN Women

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[1] UN Women Training Centre, *Typology on Training for Gender Equality* (April 2016), p6.
http://www.unwomen.org/en/digital-library/publications/2016/5/typology-on-training-for-gender-equality
[2] ECBCheck criteria can be found here: http://www.ecb-check.org/criteria-2/

Training Centre has developed internal quality assurance criteria that are specifically tailored to training for gender equality.

These six criteria are implemented and evaluated through a number of quality assurance mechanisms described in more detail within this training manual, namely:

- Feasibility assessment – section 1.2
- Learning needs assessment – section 1.3
- Peer review process – section 2.4
- Consultant/company recruitment and selection process – section 2.5
- Piloting – section 5.2
- Evaluation – section 6

The six UN Women Training Centre quality assurance criteria for training for gender equality are:

1. SOCIAL TRANSFORMATION

We are guided by the view that our work has to contribute to the achievement of practical and strategic needs of diverse women and girls in order to affect social transformation. We are committed to supporting the realization of global normative frameworks that promote gender equality and human rights for all, particular for women and girls.

2. MEETING LEARNING NEEDS

We emphasize the importance of creating and delivering training that meets the specific learning needs of diverse women and men. This includes targeted knowledge, skills and attitudes that support broader institutional and social transformation towards gender equality. The entire training cycle should be guided by these learning needs and we are committed to allocating the time and resources necessary to comprehensively analyze these needs and adapt the training to meet these needs.

3. TRANSFORMATIVE LEARNING

We have adopted a learning-centered approach to training that focuses on building a participatory, participant-driven, empowering and transformative learning process. We match the training content with creative adult learning methods in order to build the specific knowledge, skills and attitudes that are included in the learning outcomes. We follow transformative learning principles with the objective of together affecting individual behavioral change that will drive larger institutional and social transformations. This means that learning occurs in the spirit of participation and that training facilitators actively share power so that knowledge, skills and attitudes are created for, by, and with the participants.

4. GENDER EQUITABLE AND DIVERSE

We are committed to ensuring that our training programmes and products are gender equitable and support diversity. We are serving the global community, thus we are accountable to promote and celebrate diversity, including diversity of learning needs, positive practices, and identities. This includes acknowledging power and privilege and striving for diversity of representation, knowledge and skills throughout the training cycle. We have adopted an intersectional approach to training for gender equality, which illuminates the interconnections between various forms of inequality and oppression including sexism, racism, xenophobia, classism, ageism, homophobia, transphobia, ableism, and others. We also take active measures to ensure the participation of marginalized/underrepresented groups as trainers and participants, which in training for gender equality includes men and boys.

5. SUSTAINABLE

Our training programmes and products are developed and delivered keeping in mind the applicability, usefulness, and relevance for participants in order to create sustainable transformations in attitudes and behaviors. We think of training as one part of a longer capacity building process so as to encourage on-going post-training support for participants to implement what they have learned. Once back on the job, in order for participants to implement the knowledge, skills and attitudes that they have learned it is also vital that they receive support and encouragement from their supervisors, colleagues and the general work environment. Sustainable training for gender equality should therefore be part of a broader gender equality strategy or process that includes interconnected transformations in policy, structure, personnel, infrastructure, budgeting and other relevant areas.

6. INNOVATIVE AND CREATIVE

Experiential and participatory learning for diverse women and men can be enhanced through employing various innovative, creative, and state-of-the-art tools, techniques, approaches and methods. With innovative and creative approaches to training, learning outcomes can be achieved more effectively and efficiently.

The UN Women Training Centre is also committed to a feminist pedagogical approach, in order to maximize the potential for training for gender equality to contribute to transformative change. For more information and practical guidance, please see the Statement of Pedagogical Principles and Practices for Training for Gender Equality in the publication *Feminist Pedagogies in Training for Gender Equality*[3]. The publication describes how "feminist pedagogies can be characterized by four key aspects or principles:

1. Participatory learning
2. Validation of personal experience
3. Encouragement of social justice, activism and accountability.
4. Development of critical thinking and open-mindedness."[4]

Practical checklists from this publication have been incorporated throughout the manual.

Box 1: Additional resources on training for gender equality

The UN Women Training Centre has developed cutting-edge resources for gender equality trainers, including:

- **Gender Equality Capacity Assessment Tool** - 2014
  Contains a template for self-assessment of individual knowledge, skills, learning styles and needs.
- **Compendium of Good Practices in Training for Gender Equality** - April 2016
  Offers in-depth information on 10 different good practices, including detailed outlines of training courses, examples of dealing with challenges, and a collection of tools and activities.
- **Typology on Training for Gender Equality** - April 2016
  Contains an analysis and practical information on five different types of training for gender equality.
- **Self-Learning Booklet: Masculinities and Violence Against Women and Girls** - 2016
  Tool to assist both UN and non-UN staff to better understand the issues of masculinities in relation to violence against women and girls.

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[3] UN Women Training Centre. (2017). *Feminist Pedagogies in Training for Gender Equality*. Working Paper Series.

[4] Adapted from Hoffman F. L. and Stake, J. E. (2001). "Feminist Pedagogy in Theory and Practice: An Empirical Investigation", *National Women's Studies Association Journal (NWSA)*, 19, pp. 80.

1. ANALYSIS

OBJECTIVE

Ensure that new training is assessed for feasibility based on key criteria and that it responds to the specific learning needs of organizations, target audiences and participants.

1.1 LEARNING ANALYSIS

The first step of the training cycle is the analysis. Before investing significant resources in developing a new training course, it can be useful to conduct a quick feasibility assessment. If the results of the feasibility assessment are that training is indeed needed, the next step is to engage in a comprehensive learning needs assessment.

Thorough analysis is important throughout the training cycle. Conducting a comprehensive learning needs assessment before designing and developing a course reduces the risks of duplication, learning outcomes not being met and low/no impact or even a counterproductive impact.

Learning needs assessment will also help answer the pivotal question of whether training is the right solution or whether other interventions will be more effective. Learning needs assessment can happen at multiple points in the training cycle. It is absolutely essential to conduct a comprehensive assessment during the analysis phase but it can also be an important part of the design, planning and implementation phases. For instance, the training content and methodology is developed for a generic target audience, but must be adjusted to the learning needs of the specific course participants. Tools such as registration forms incorporating a pre-training questionnaire, pre-tests and in-class discussion around expectations all help trainers to analyze and adapt to the specific learning needs of participants.

> **Box 2: Terminology**
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> These are a few of the key terms used throughout the manual:
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> - **Target audience** - group(s) of people often determined by role or function in the workplace.
> - **Participants** - specific people who will be attending the training (terms used in other publications include learners or students).
> - **Trainer** - people responsible for training analysis, design, development, implementation or monitoring and evaluation (terms used in other publications include managers, teachers, facilitators, consultants or moderators).

1.2 FEASIBILITY ASSESSMENT

Before taking the step to invest time and funds in developing a new training course, it is important for the trainer to conduct a quick feasibility assessment in order to analyze whether or not the proposed training is worth undertaking. Conducting a feasibility assessment requires an initial investment of

resources but creates a solid foundation for a successful training including an initial assessment of learning needs and outcomes, avoiding duplication, creating buy-in and building a shared understanding of the training. See Annex 1 for a feasibility assessment template.

The UN Women Training Centre has developed six key criteria which guide their feasibility assessment:

1. Relevance to institutional mandates and functions
2. Responsiveness to the needs of the organization and target audience
3. Filling a unique niche
4. Capacity of replication and scale-up
5. Responsiveness to emerging issues and cutting edge topics
6. Cost effectiveness

A feasibility assessment can be written up in a short report of two-four pages and include at the end a recommendation whether or not to develop the training as well as suggested next steps. If the training is approved, this information can be used to draft the rationale of the project outline – see the next section on training design. Depending upon the depth of the analysis, tools used and the time available, the feasibility assessment can take between two-weeks and a month.

As an example of feasibility assessment criteria, including guiding questions, please find below a description of the UN Women Training Centre's six key criteria.

1. Relevance to institutional mandates and functions

For UN Women Training Centre courses, they must all be in line with the mandate of UN Women to work for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men. In addition, they should support one of the three functions of UN Women to:

1) Support inter-governmental bodies in their formulation of policies, global standards and norms.

2) Help UN Member States to implement these standards, by providing suitable technical and financial support when requested and forging effective partnerships with civil society.

3) Lead and coordinate the UN system's work on gender equality as well as promote accountability, including through regular monitoring of system-wide progress.

In accordance with the second function, two of the most relevant international commitments are the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the 1995 Beijing Platform for Action as they both include specific mandates on training for gender equality. Other relevant policies include UN Security Council and General Assembly resolutions and regional policy frameworks as well as the Sustainable Development Goals.

Proposed training also needs to be in line with the UN Women Training Centre mandate and vision, as well as both strategic plans and annual work plans.

Guiding questions for the feasibility assessment:

- Does the training directly support the mandate and function of UN Women? How?
- Is the training mandated by CEDAW or Beijing or another international or regional policy? How?
- Is the training in line with the UN Women Training Centre policies and plans? How?

For the UN Women Training Centre, the proposed training must meet this criteria, so if the answer is "no" to the first or third question, the feasibility assessment can end here.

2. Responsiveness to the needs of the organization and target audience

All training courses must respond to the needs of the organization(s) and target audience. Here it is important to take a step back and analyze what is the specific problem, what are the root causes of the problem and is training needed to address these root causes. An initial learning needs assessment is a useful tool to determine whether or not the proposed training meets the needs of the organization(s) and target audience. It is important to remember that the learning needs of an organization may be different than those self-identified by the target audience. Therefore, focusing on an analysis of the root causes of the problem is an important part of the assessment in addition to the standard individual learning needs questionnaires.

Box 3: Institutional gender equality capacity assessment

If possible, it is important to anchor the proposed training within a larger process of institutional gender mainstreaming. One key strategy is to undertake a broader assessment of an organization's gender equality capacity, including policy, structure and resources. These internal assessments are also called gender audits or gender reviews.

One example of a practical resource is the UN Women Training Centre's *Gender Equality Capacity Assessment Tool*. According to this tool, "Gender equality capacity assessment is a means of assessing the understanding, knowledge and skills that a given organization and individuals have on gender equality and the empowerment of women, and on the organization's gender architecture and gender policy."[5] This tool includes a template for self-assessment of individual knowledge, skills, learning styles and needs. It does not gather all the information required for a comprehensive learning needs assessment but does provide a summary of what the target audience wants as well as self-identified gaps in knowledge and skills.

Additional sources of information for a learning needs assessment include interviews, focus group discussions, virtual dialogues and reviewing existing primary and secondary documentation such as project reports, needs assessments, research and past training evaluations.

Guiding questions for the feasibility assessment:

- What is the specific problem, including baseline data?
- What are the root causes of the problem?
- What is the ideal situation? Is training needed to address the root causes of the problem and reach the ideal situation or would other initiatives be more effective (such as policy review, hiring additional personnel, on-the-job coaching, etc.)?
- What are the specific learning needs?
- What are the desired learning/training outcomes (see section 2.2)?
- Who needs to be trained?

More detailed information on the methodology of learning needs analysis is included in section 1.3.

3. Filling a unique niche

Training courses need to fill a niche in order to build on the strengths of the UN Women Training Centre and to avoid duplication, i.e. that no other institution is currently developing or delivering a similar training

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[5] UN Women Training Centre. (2014). *Gender Equality Capacity Assessment Tool*, p6. Retrieved from
http://www.unwomen.org/en/digital-library/publications/2014/6/gender-equality-capacity-assessment-tool

course. The trainer should undertake a mapping of existing education, training and tools in order to provide a clear picture of what has been done, by whom, where, when and with what results. This mapping includes not only what has been done by UN Women or the larger UN system, but also other key training providers such as universities, civil society organizations, government institutions and international and regional organizations. See Annex 2 for an example of mapping existing education, training and tools.

Methods for gathering information for the mapping include online research, snowballing[6] and interviews.

Guiding questions for the feasibility assessment:

- What education, training and tools currently exist on this topic?
- For each existing resource:
  - Who developed it?
  - What are the learning outcomes?
  - What is the target audience?
  - What is the target country or region?
  - Who can access it? (General public, enrolled students, paying participants, etc.)
  - When was it developed and used?
  - What have been the results/impact?
- Does the training fill a unique niche or are there already adequate existing resources available?

4. Capacity for replication and scale-up

UN Training Centre courses should be developed with adaptability to replicate and scale-up. Rather than a one-off training course, they should be developed with a five-year timeframe in mind and plan on being delivered at least once if not multiple times, a year. Replication refers to the transfer of training courses to different regions, in order to conduct it successfully elsewhere. Scale-up refers to expanding the course, e.g. by adapting it to a wider or different target audience or to a more accessible training modality such as online training.

Guiding questions for the feasibility assessment:

- Is there a need for this training in other regions of the world? Which ones? How can the training potentially be adapted to other regions?
- Is there a broader need for this training amongst a wider or different target audience? Which ones?
- Can this training easily be adapted to other training modalities, such as self-paced or moderated online training?

5. Responsiveness to emerging issues and cutting edge topics

UN Women Training Centre courses should respond to emerging issues and cutting edge topics. Though not all courses need to meet this criteria, it is important to engage in forward thinking and be at the forefront of responding to emerging issues in training for gender equality. As such, the initiative for

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[6] Snowballing in this context refers to reading the footnotes, endnotes or bibliography of a resource in order to discover additional relevant resources.

a new training course can come from actors within the UN system, governments or civil society organizations (bottom-up) as well as being identified by UN Women Training Centre personnel (top-down), but care should be taken to always ensure that the proposed training meets the specific needs of the organization(s) and target audience.

Guiding question for the feasibility assessment:

- Is the topic of the training an emerging or cutting edge issue?
- Will this topic still be relevant during the next five years?

6. Cost effectiveness

UN Women Training Centre courses must be cost effective and build on existing in-house expertise, learning platforms and other tools. Though at this initial phase, a full budget will not be developed, it is still important to think through if there are any unreasonable costs potentially associated with the development and delivery of the proposed training course. In addition, the trainer should present a realistic proposal for how to secure funding for the development and sustained delivery of the training course for the next five years.

Guiding questions for the feasibility study:

- Will the training use existing learning platforms such as the eLearning Campus and other tools?
- Does the UN Women Training Centre have existing in-house expertise on this topic?
- Are there any unreasonable costs associated with the development and delivery of the training?
- Where will the funding come from to develop and deliver the training during a five-year timeframe?

Box 4: Analysis – *Checklist* on Feminist Pedagogies[7]

Assessing feasibility and learning needs
- ✓ Is the scope of the training sufficient to be able to integrate the four principles of feminist pedagogies (see page 7)? Has the remit, scope and modality of the training been clearly established to ensure opportunities for developing a training curriculum that is consciously aligned with feminist pedagogical principles?
- ✓ What can a diagnostic assessment of the institution and its needs in terms of gender equality tell us about the power dynamics at work? How can participants' existing knowledge and experience on gender be assessed?
- ✓ Does the learning assessment draw on the principles of participation and validation of personal experience, based on best practice in the field?
- ✓ What kind of change or transformation is this training intended to bring about, or contribute to? Has this been openly discussed with the training commissioners?

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[7] UN Women Training Centre. (2017). *Feminist Pedagogies in Training for Gender Equality*. Working Paper Series.

1.3 LEARNING NEEDS ASSESSMENT

The next step after a positive outcome of the feasibility study is to conduct a comprehensive learning needs assessment (LNA). LNA is essential to determining specific learning requirements including knowledge, skills and attitudes[8]. It also guides the identification of realistic learning outcomes; accurate target audience(s); baseline data for monitoring and evaluation; guidance on training content, methodology and communication strategy; as well as raising awareness and building support (buy-in) for the training and its outcomes. Comprehensive LNA must always be implemented, even if the course is externally commissioned, for instance by the UN, government or civil society organizations. The entire LNA can be conducted as part of the analysis phase or undertaken in multiple phases in the training cycle including design, planning and implementation. LNA can be documented in a short two-three page summary report.

A key lesson learned from the UN Women Training Centre is the importance of dedicating enough time and resources to conduct a comprehensive LNA. Assessments are often rushed, inadequate or even skipped entirely due to tight timelines, competing work priorities and a lack of human resources or funding. As mentioned in section 1.1, this can have grave consequences for training results, for instance leading to wasted time, funds and effort if the learning outcomes or target audience are misjudged or if training turns out to be the wrong approach to address the root causes of the problem. Criteria for participation in a training-of-trainers (ToT) course must be that participants currently, and in the foreseeable future, are responsible for developing and delivering training otherwise the knowledge, skills and attitudes they gain as part of the ToT cannot be fully utilized once back at the workplace and consequently the ToT will have little to no impact. Trainers should therefore plan a minimum of two-three months for the learning needs assessment, depending upon the depth of the analysis, tools used and the time available.

The six basic steps of conducting a learning needs assessment are:[9]

Learning Needs Assessment

1	Identifying the problem
2	**Determining what information you need to analyze** (including information on the root causes and potential training requirements)
3	Developing a plan for gathering the information
4	Gathering the information
5	Analyzing the information
6	Developing a recommendation based on the analysis

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[8] The knowledge, skills and attitude model of learning is one of many models. This one was developed by Benjamin Bloom, et al. in 1956 in "Taxonomy of educational objectives: the classification of education goals" *Handbook 1: Cognitive Domain* (New York: David McKay Company).

[9] Elaine Biech. (2005). *Training for Dummies, p.50.* USA: Wiley Publishing.

What information do you need?

There are three levels of LNA: organization, target audience and training participant. Each level requires gathering different information. Often information for the first two levels can be assessed as part of the same process, while the last one happens at a later phase once the specific training participants have registered for the course. A common lesson learned is how important it is not to skip the organizational LNA and only focus on gathering information on the learning needs of the target audience.

Generally speaking, as mentioned in section 1.2, the organizational LNA is about fully understanding what the problem is with the current situation, what is the ideal situation, and whether or not training is the solution to get you from one to the other. If the answer is yes, the organizational LNA is also designed to gather the information needed to identify the learning needs so as to design accurate and realistic learning outcomes and identify the correct training audience.

For example, the problem might be that certain UN projects are unintentionally supporting gender inequality within local communities when ideally they should support gender equality. Multiple interventions, not just training, may be needed to go from this current situation to the ideal, including developing gender equality-related standard requirements for UN project management documents and including the promotion of gender equality as criteria for staff annual performance evaluations. From this information, the learning outcomes could be determined as UN personnel having the knowledge, skills and attitudes to implement project in a manner that supports gender equality. Not just UN project managers will need to receive this training, but also their supervisors in charge of oversight and evaluation.

Once the organizational LNA has determined the learning outcomes and the target audience, in this case UN project managers and supervisors, the next level of LNA can be undertaken to analyze the specific learning needs of the target audience. Finally, once the course has been developed and specific participants have signed up, this level of LNA can be completed.

Following this example, the information you need should be guided by the key questions for organizational LNA, as listed in 1.2:

- What is the specific problem? (This includes documenting the current situation in order to provide baseline data.)
- What are the root causes of the problem?
- What is the ideal situation?
- Is training needed to address the problem and reach the ideal situation or would other initiatives be more effective (such as policy review, hiring additional personnel, on-the-job coaching, etc.)?
- What are the learning needs?
- What are the desired learning/training outcomes? (See section 2.2.)
- Who needs to be trained?

Once the learning outcomes and target audience have been determined, LNA of the target audience including their supervisors and stakeholders can take place. Key information to gather in addition to the previous questions includes:

- What prior education, training or other learning opportunity have they had on this topic?
- How do they self-rate their existing knowledge, skills and attitudes on this topic?
- What are their actual existing knowledge, skills and attitudes on this topic?
- What are their expectations from such a training?

Finally, once the training is going to be run, it is important to assess the specific learning needs of the actual participants that sign up for the training. The same information can be gathered as for the target audience (see above).

How can you gather this information?

There are many different data collection methods that can be employed to gather the information needed for the LNA. Ideally a mixture of quantitative and qualitative methods can be used. These include:

- **Questionnaires** – Ensure that data is disaggregated by sex and other relevant factors such as position, ethnicity or age. At the UN Women Training Centre, the eLearning Campus course page can be used to host a pre-training questionnaire as well as compile and analyze the results which are then circulated to all trainers as well as presented to participants in the beginning of the course.[10]
- **Interviews** – Semi-structured or structured interviews ranging from thirty minutes to one hour can be scheduled.
- **Focus groups** – Depending on the context, consider having separate focus group discussions for men and women as well as different levels of staff such as entry-level, mid-level and senior-level. Focus groups should include a maximum of six-ten participants.
- **Tests** – Pre-training tests are one of the only methods of assessing existing knowledge and skills, as self-rating provides notoriously poor data. Rather than use the term "test", test questions can be included in the registration form or pre-training questionnaire.
- **Desk review** – Many different documents are useful to review as part of the LNA including project documents, reports, budgets, personnel assessments, annual reports, international/national/institutional policies and procedures, academic/policy/newspaper articles, etc.
- **Participant observation** – Though rarely exercised in the field of gender training for equality, observing target audience or training participants undertake specific equality related tasks can lead to valuable information on existing knowledge, skills and attitudes.

There are numerous different tools that can be used to help this process of gathering information, as mentioned on the 2nd version *Gender Equality Capacity Assessment Tool* (p. 44-50).

Who do you ask?

In order to gather comprehensive information for the LNA, it is important to include a diverse sample from the training audience as well as all the actual training participants. Their opinions on the problem, ideal situation and learning needs are vital to collect and analyze. But it is also important not to confuse "wants" and "needs". Training participants will inform you of what training they would like to participate in ("wants") but this might not be the same as the training "needed" in order to address the root causes of the identified problem. Therefore, it is important to conduct an organizational TNA and to rely on more sources of information than self-assessment by target audience and/or participants. As mentioned above, other important methods of data collection include tests, desk review and participant observation.

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[10] UN Women Training Centre. (2015, March). "Training of Trainers: Gender, Migration, Development: A Matter of Rights" (Internal Document).

It is also key to conduct interviews and focus group discussions with diverse women and men from three other groups: [11]

- **Training commissioners:** The individuals that have requested or funded the development of the training.
- **Managers:** The people who manage or oversee the target audience/training participants and who might have another perspective on existing organizational and individual learning needs.
- **Stakeholders/beneficiaries**: Those who will be impacted by the training as they are the key partners or beneficiaries of the training participants, such as members of local communities. Often excluded from LNA, it is vital that their perspectives on the problems and learning needs of the target audience are gathered and assessed.

If the trainer is from a different culture than the target audience, it is important to involve a local partner in the TNA process, including reviewing questionnaires for relevancy and correct translation and potentially undertaking interviews and facilitating focus group discussions.

Box 5: Training Analysis – UN Women Training Centre Tips	
Building ownership through comprehensive and shared LNA	When developing a system-wide or organization-wide training, it is important to have a system-wide or organization-wide LNA in order to fully understand the learning needs, capitalize on opportunities, and link up with potential allies and advocates. It is also important to create a process of shared responsibility and consensus on the results of the LNA in order to build ownership, including "champions" for the course, which prepares the way for successful implementation.[12]
Use of gender performance indicators for LNA	Organizations such as the International Labour Organization (ILO) uses gender markers to track gender responsiveness in their programmes – these can be a key source of information for LNA.[13]
Timely pre-training assessment.	Pre-training assessments of participant's learning needs should be carried out further in advance of the training – at least a month before – in order for trainers to adapt the training curriculum to their learning needs.[14]

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[11] Kristin Valasek and Agneta M. Johannsen. (2009). "Guide to Integrating Gender in SSR Training", *Gender and Security Sector Reform Training Resource Package*, pp. 2-4, edited by Megan Bastick and Kristin Valasek. DCAF. Geneva. Retrieved from: http://www.dcaf.ch/Publications/Guide-to-Integrating-Gender-in-SSR-Training

[12] UN Women Training Centre. (2015, May). "Lessons Learned from the Development of the Basic Gender Course" (Internal Document).

[13] Columbia School of International and Public Affairs. (2014, Spring). "New approaches to training for gender equality: UN Women Training Centre" (Internal Document).

[14] UN Women Training Centre. (2015, March). "Training of Trainers: Gender, Migration, Development: A Matter of Rights" (Internal Document).

2. DESIGN

OBJECTIVE

Agree upon, develop and document the key elements of the training in a project outline, including defining the target audience, learning outcomes, key content, methodology, timeframe, monitoring and evaluation strategy, communication strategy, work plan and budget. Also establish a peer review group.

2.1 TRAINING DESIGN

The second step of the training cycle is the design phase. Once the feasibility assessment and comprehensive learning needs assessment has been completed, it is time for the trainer to design the key elements of the course. The UN Women Training Centre strives to develop transformative, participatory, inclusive and innovative training (see Quality Assurance Criteria on page X) and it is important to take into account these types of training approaches in the design phase.

One practical method for training design that is learner and learning centered is known as backward design.[15] It starts with defining the learning outcomes, then the assessment methods (monitoring and evaluation) and finally identifying the right content and methodology of the training. For the UN Women Training Centre, this design process is documented through drafting a course outline. At this stage, the trainer also assembles a peer review group in order to provide quality control throughout the training development process. The training design process also involves administrative processes, including a budget estimate, reporting mechanisms and contracting services including consultants or companies.

Box 7: Design – Checklist on Feminist Pedagogies[16]

Constructing the outline of the training
- ✓ What particular aspects of power and intersectional hierarchies need to be taken into account in the design of the training? How can we integrate a pedagogy for the privileged into the training scenario to respond to these power differences?
- ✓ How can we ensure that the course design respects a circulation of knowledges rather than top-than down knowledge transfer?

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[15] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).
[16] UN Women Training Centre. (2017). *Feminist Pedagogies in Training for Gender Equality*. Working Paper Series.

2.2 COURSE OUTLINE

If a comprehensive learning needs assessment (LNA) has not already been conducted during the analysis phase, then the trainer is responsible for it being conducted now as part of the design phase – see section 1.3 for more information. A clear understanding of learning needs is absolutely essential in order to effectively design a training. The trainer documents this design process in a project outline. The project outline is reviewed by the peer review group (see section 2.4), and then revised and finalized. The project outline provides a basic overview of the key elements of the training, including:

1. Background and rationale
2. Learning outcomes
3. Target audience
4. Course content
5. Course methodology
6. Length of course
7. Monitoring and evaluation strategy
8. Follow-up
9. Work plan and budget

1. Background and rationale

This section can be a short summary of the feasibility assessment and/or the learning needs assessment report, giving a few background sentences on where the idea of the training came from and then in the rationale section detailing how it meets key criteria for developing training, including established learning needs.

2. Learning outcomes

Designing accurate, realistic and measurable learning outcomes is undoubtedly the most important step of this phase. It may already have been done as part of the LNA in the analysis phase, but if not - this is the first step of the design process after determining the learning needs. The entire rest of the training development process hinges on identifying the right learning outcomes. In fact, certain training guides include developing learning outcomes (or objectives) as its own separate step in the training cycle. That said, many trainers either do not write learning outcomes or only write learning outcomes after they have developed the training content and methodology. This greatly increases the risk of the training not having the desired impact and missing the mark when it comes to providing participants with the right knowledge, skills or attitudes. This is a crucial lesson learned as identifying learning outcomes in the beginning of the training design enables the trainer to use these outcomes to guide the rest of the training development process. In addition, without learning outcomes, there can be no monitoring and evaluation (M&E), as M&E is about measuring whether or not these learning outcomes have been achieved.
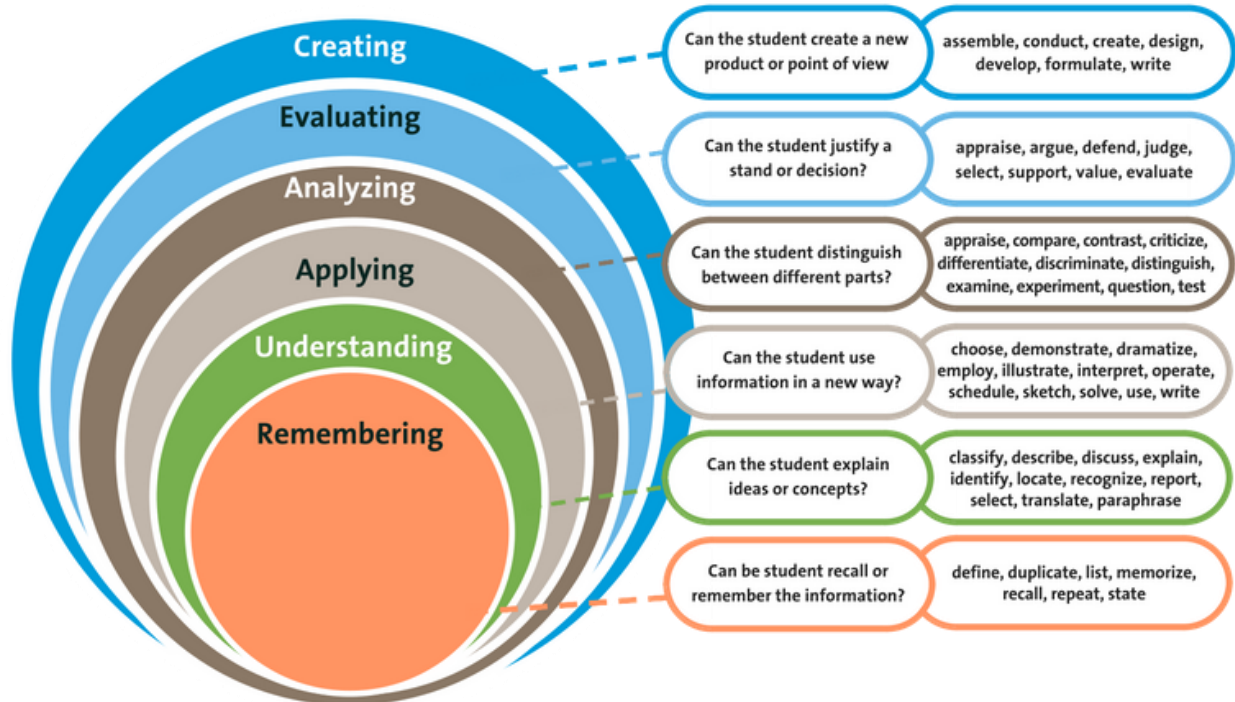
A learning outcome describes exactly what the participant should know, or be able to do, by the end of the training. There are overall course learning outcomes as well as training session learning outcomes,

usually two-five specific areas of knowledge, skills or attitudes. The cognitive (knowledge), psychomotor (skills) and affective (attitude) learning outcomes must directly correlate with the identified learning needs, i.e. be exactly the learning that is needed in order to sustainably address the root causes of the identified problem. There are three useful tools for developing good learning outcomes: Bloom's Taxonomy, ABCD method and SMART criteria.

Bloom's Taxonomy is a hierarchical ordering of knowledge and attitude learning outcomes (note that skills were not initially included). It was developed in the 1950s by a group of education psychologists headed by Benjamin Bloom and updated in a 2001 paper by Lorin Anderson and David Krathwohl[17].

It is especially useful in order to reflect upon which level of learning is required and to provide examples of verbs that fit each level and can be selected to start off the learning outcome.

Bloom's Taxonomy (Revised)

Level	Question	Verbs
Creating	Can the student create a new product or point of view	assemble, conduct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can be student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

In order to write a correct learning outcome, there are four components that are needed, sometimes called the ABCD method:[18]

1. Audience - who, i.e. participants.
2. Behavior - will do what, for instance a verb from Bloom's Taxonomy.
3. Condition – by when or another condition, such as with assistance.
4. Degree – how well, if not 100 percent of the time.

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[17] Stein, Elisabeth. (2015, March). "The Intersection of UDL and Bloom's Taxonomy" MiddleWeb Blog. Retrieved from: http://www.middleweb.com/21295/the-intersection-of-udl-and-blooms-taxonomy/

[18] Biech, Elaine. (2005). *Training for Dummies*. p.62. USA: Wiley Publishing.

This can be boiled down to: who will do what, by when, and how. For instance, "You will be able to write good learning outcomes, by the time you finish reading this section of the Manual, 80% of the time." Another common format is: "By the end of the training course, participants will be able to write good learning outcomes."

A good learning outcomes also needs to be **SMART:**[19]

- **S**pecific – clear, brief and to the point, not broad or vague.
- **M**easurable – able to assess whether or not it has been accomplished.
- **A**ttainable, yet a reach – realistic and able to accomplish, but not too easy.
- **R**elevant – directly responding to the identified learning needs and root causes of the problem.
- **T**ime-bound – accomplishable within a certain frame of time, for instance at the end of the training or in a month.

Keep SMART in mind when drafting learning outcomes and also use them as criteria for review.

3. Target audience

The LNA will determine the target audience, i.e. who needs to learn knowledge, skills or attitudes in order to address the root causes of the identified problem (see section 1.3). In order to meet concrete learning outcomes, it is useful to be as specific as possible about the target audience. For instance, in the UN Women Training Centre training of trainers on masculinity and violence against women and girls, one of the lesson learned was that despite having as an explicit rational for the course that it would lead to the development of a pool of trainers, participants had "very varying levels of experience/comfort" with facilitating training.[20] In order to meet the outcome of having a pool of trainers, it could be useful to specify that the target audience must currently be responsible for developing and delivering training.

Useful questions to help determine the target audience include:

- Which groups of people need to have the knowledge, skills or attitudes in order to address the root causes of the problem?
- Which more specific groups of people, by position, area of work, gender, ethnicity, age group, geographical location, etc., have the greatest learning needs?
- Which more specific groups of people have the most power or are in the right position in order to effectively utilize the knowledge, skills or attitudes to create positive change (to address the root causes of the problem)?

In order to promote gender equality, it might be necessary to target women-only or men-only for the training. Otherwise, all efforts should be made – including setting quotas for participants – to ensure gender balance of training participants (50% women and 50% men) as well as diversity.

The trainer also needs to set a target number of participants for the training, which will vary according to the selected training modality and location. For instance:

- Face-to-face or blended learning training: circa 20-25 participants
- Moderated online training: circa 25-30 participants

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[19]   Adapted from Doran, George T. *(1981). "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives", Management Review, Vol. 70, Issue 11, pp. 35-36.*
[20] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).

- Self-paced online training: No limit to the number of participants aside from if there are any technological restrictions. It is still good to set a realistic yearly target of how many participants you wish to take the course.

It is also useful to include in the project design the absolute minimum number of participants needed in order to make it worthwhile to run a face-to-face, blended learning or moderated online course.

4. Course content

The course outline should include information on the key areas of knowledge, skills and attitudes that participants should gain by the end of the course in order to achieve each learning outcomes. This information can be organized by listing key learning points under each learning outcome in order to give additional guidance to the training developers.

Once the learning outcomes are established, it can be useful to compare and assess what type of training for gender equality the course most resembles and use this information to help guide the development

of the course content and methodology. The five types of training which are identified in the UN Women Training Centre *Typology on Training for Gender Equality* are:[21]

1. **Awareness-raising and consciousness-building**, which introduces participants to key issues concerning gender (in)equality and women's empowerment.
2. **Knowledge enhancement**, which provides more in-depth information and understanding on these issues and the power structures underlying inequalities.
3. **Skills training**, which strengthens participants' competencies in this field by offering instruments, tools, techniques and strategies with which to apply their knowledge in practice.
4. **Changes in attitudes, behaviors and practices**, which fosters lasting positive changes in the way participants think and act, as well as their long-term habits.
5. **Mobilization for social transformation**, which stimulates participants' capacity to collaboratively put their knowledge, motivation and skills into practice, in order to change their work, communities and daily lives into more gender equitable spaces.

Box 9: Content: UN Women Training Center Tips	
Exploring complex content on gender equality	Participants appreciated how we situated the masculinities discourse/work in relation to concepts of the gender binary, intersectional analyzes of power and oppression, and the more complex discussions around gender, power, violence and justice that this generated. However, we could have done more to help ground these conversations in specific realities rather than remaining somewhat abstract/conceptual. It might help if: - We make time for a local researcher/academic/activist from the Dominican Republic to talk with us about what these issues look like "on the ground". - We ask participants before coming to the workshop to gather information from their own countries (of work or origin) about the connections between masculinities, gender, power, violence and justice and give a brief presentation to the rest of the group.[22]
Artificial separation between "internal" and "external" gender equality	Despite focusing the training on "internal" gender equality issues such as staff attitudes and organizational challenges, participants were also focusing on "external" programming issues related to the organization's work with other actors on masculinities, gender, power, violence and justice. It seemed artificial to separate out the "internal" issues from efforts to address the "external" issues.[23]
Include structural dimensions of gender inequality and self-reflection	Promote the value and role of training for gender equality as a tool for transformation in gendered power relations by moving beyond vocational or skills training and addressing the underlying structural dimensions of gender inequality. Also, promote an on-going process of self-reflexivity and questioning of the assumptions and power dynamics behind training for gender equality.[24]

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[21] UN Women Training Centre, *Typology on Training for Gender Equality* (April 2016), p6.
http://www.unwomen.org/en/digital-library/publications/2016/5/typology-on-training-for-gender-equality
[22] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).
[23] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).
[24] UN Women Training Centre. (2015, June). *Training for Gender Equality: 20 Years On*. Retrieved from:
https://trainingcentre.unwomen.org/pluginfile.php/72/mod_data/content/18873/Paper_TrainingForGenderEqua lity%2B20-B.pdf

Gender analysis as key content	We recommend the inclusion of gender analysis into training as it will teach trainees important skills of how to analyze their work. "New approaches to training for gender equality: UNWTC" SIPA Final Report Spring 2014
Demand for practical knowledge, skills and tools	Participants expected to acquire knowledge, skills, and tools that would help them with their work in their organization. Many came as the first step to a specific initiative being undertaken by their employer in the area of workplace diversity, and throughout the week of training, were constantly trying to relate what they were learning to this specific initiative. In training sessions, participants expressed a desire for a list of best practices, or concrete, proven steps that they could take. "New approaches to training for gender equality: UNWTC" SIPA Final Report Spring 2014

5. Course methodology

The course outline should identify which of the four learning modalities will be used: face-to-face learning, blended learning, moderated online learning or self-paced online learning. In addition, it should clarify the methodological approach. For the UN Women Training Centre, this approach is described in the gender equality quality assurance criteria on page X – which strives for a transformative, participatory, inclusive and innovative training. This section of the course outline can also include initial suggestions of training methods; however, these will be finalized in the training development phase.

There are an endless number of innovative training methods, but it is important to keep in mind the learning outcomes and select and design training methods that are best suited to learning the specific knowledge, skills or attitudes. In training for gender equality, it is important to employ feminist learning methods – as these are best suited for participatory, transformative learning (see UN Women Training Centre publication on *Feminist Pedagogies in Training for Gender Equality,* p.15*)*.

Learning modality

The UN Women Training Centre uses four different learning modalities, with blended learning and moderated online learning being the two most common. The modalities have different pros and cons related to target audience, learning outcomes, training methodology, ability to replicate, and budget. The project outline needs to specify which learning modality will be used and also make note of any plans to adapt the training course to a different learning modality in the future.

Box 10: Analyzing learning modalities

"No single modality can fit diverse training needs. In terms of training design, the planners should take full consideration of innovative technologies which have made it possible to combine the advantages of online training and face-to-face training while trying to minimize the disadvantages of both. Online chat room and webinar formats allow for online trainings to be as participatory and interactive as possible... For instance, as suggested by ... participants, the training institutions can disseminate necessary pre-training materials via the online platform so that the participants can be equipped with background information, knowledge and skills for the training. Also, the participants can use the online format to offer background information on their regions, organizations and professional work in order to bring fellow participants up-to-date on their training needs. After the completion of face-to-face training, the online format can provide some follow-up trainings to consolidate new skills obtained in the classroom and to update the participants on related developments..."

In addition, in designing training, it is imperative to consider the context and the objective of the training. If the training tends to disseminate knowledge or policies, or it targets audiences at an introductory level, it is better to run such a training through an online platform, given its easy access and low cost. If the training aims to foster transformative change in awareness and capacities, face-to-face or participatory approaches embedded in online training can be more appropriate. Finally, online training should be considered as the first step in a larger transformative process."[25]

Face-to-Face Learning

Face-to-face learning courses allow for flexible, personalized, transformative and highly participatory learning processes as the trainers and participants are together in the same physical space. It also allows for interactive training methods which can be difficult or impossible to undertake in other learning modalities.

Useful for: Complex or contentious training content and transformative learning including changes in attitudes and behaviors. However, much higher cost to deliver and reaches fewer participants.

Blended Learning

Blended learning courses combine online and face-to-face learning. Part of the course is given online and part of the course is face-to-face. The online training can be given prior, during and after the face-to-face training. At the UN Women Training Centre, blended learning is currently replacing face-to-face learning as online elements are being integrated into most courses.

Useful for: Extending a learning process beyond face-to-face training and allowing for knowledge transfer and resource sharing through online elements. Can ensure that face-to-face training focuses more on transformative learning through gaining skills and attitudes. As with face-to-face learning, costs remain higher and it reaches fewer participants.

Moderated Online Learning

Moderated online learning courses emulate the traditional classroom environment and take this experience to an online setting. These types of courses include reading materials, communication between participants, and provides an opportunity for participants to receive support from trainers via discussion forums, interactive webinars, webcasts, real-time chatting and blogs.

Useful for: Straightforward knowledge and skills acquisition with more interaction and reaching out to a medium-sized target audience. Entails significant training and moderation on behalf of the trainers as well as an online learning platform, though generally less costly than face-to-face and blended learning. Reliable access to internet is a major challenge as well as incompletion rates, as participants run into time constraints and more pressing commitments.

Self-Paced Online Learning

Self-paced online learning courses are delivered online and can be accessed using a computer, tablet or smart phone. Self-paced courses allow participants to access content at their own pace, from anywhere, and at any time. Online training is seen as convenient and flexible.[26] There are not necessarily any forms of interaction with trainers or other training participants, but certain interactive elements such as a help desk or discussion forum can be included. This type of course mainly involves reading and listening however it can include video or animations to enhance the learning experience.

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[25] Columbia School of International and Public Affairs. (2014, Spring). "New approaches to training for gender equality: UN Women Training Centre" (Internal Document).

[26] Columbia School of International and Public Affairs, "New approaches to training for gender equality: UN Women Training Centre" (Internal Document, Spring 2014).

Useful for: Straightforward knowledge and skills acquisition and reaching out to a large target audience with busy schedules and/or perhaps without the means to participate in a face-to-face training. Though the initial investment in time and money is quite significant, in the long-term it can be a cost-effective option, as it does not require travel or logistics costs, and once the course is developed and piloted it can be run continuously with an endless number of participants without much more added work or resources. However, there is no ability to use participatory learning methods that require personalized interactions and therefore it has a much lower transformative potential. Reliable access to internet is another major challenge as well as incompletion rates, as participants run into time constraints and more pressing commitments. Keeping up with technological advances, securing technical support, and allocating the time needed to convert curricula into interactive, self-directed, online learning experiences also remains a challenge.[27]

Box 11: Methodology: UN Women Training Center Tips	
Think, feel, do methodology	The training of trainers (ToT) employed three learning "modes": 1. Think: Understanding key concepts. 2. Feel: Reflecting on experiences and emotions. 3. Do: Putting training skills into practice (and getting feedback from peers). Participants appreciated the attempt to weave together the cognitive and affective aspects of the learning experience and that this workshop had been a rare experience of paying attention to participants' emotional responses to issues of gender, power, violence and justice.[28]
Open spaces methodology and bottom-up learning	In the ToT the tools and methods were varied, and quite appreciated by participants, including presentations, videos, radio clips, role plays, open discussions, analytical group work, etc. The open space methodology (to spend one afternoon identifying topics they wanted to discuss and arranging into their own groups) was very good for people who had specific interests which were not already included in the training – as this gave them a space to work on them rather than feeling frustrated. It was productive and energizing for all involved. Some challenges involved building the complexity of the issues into discrete short exercises which may inherently simplify or instrumentalize. It may be worthwhile considering how to build knowledge collectively using a more bottom-up approach, rather than presenting all concepts up front and then having participants relate to them. In line with the principles of adult, horizontal learning, one participant suggested that more could be done to draw upon the experience of the participants in the development of concepts and their application.[29]

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[27] UN Women Training Centre, *Virtual Dialogue: Online and Mobile Training for Gender Equality*, (UN Women Training Centre Report, 20-27 February 2015).
http://gtcop.unwomen.org/images/dialogos/2015/on%20report%20en.pdf
[28] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).
[29] UN Women Training Centre. (2015, March). *Internal Report, Training of Trainers: Gender, Migration and Development: A Matter of Rights,* (internal document).

Tips for a transformative methodology	• Challenging privileges and status quo by continuously examining the privileges that one enjoys that may cost others. This involves individuals stepping outside their 'comfort zones' in order to allow space for change and transformation. • Adopting a critical attitude towards knowledge – challenging who produces it, with whom, by whom, for whom, and whose interests it serves. • Acknowledging that transformation is not just learning new behavior but letting go of old patterns. It requires a focus on the 'distribution of loss' which explores the costs and benefits of forming new gender roles and identities. • Aim to help participants understand that gender stereotypes/norms influence individuals' behaviors – that is, how they choose to behave themselves and how they act towards others. These behaviors, replicated over and over and multiple levels of society, create systems or structures that perpetuate gender inequality. • In order to work successfully on issues such as how men and women reproduce inequalities it is useful to have two facilitators – one female, one male. It is particularly challenging to visualize how men can benefit from a more equal society. These issues cannot be addressed in a three-day training, but needs constant revision and time. • Training must be conducted with ethics, transparency and credibility by facilitators with 'soft skills' and specialist knowledge. It requires 'unlearning and relearning'. Also, trainings should be longer than 200 hours in order to be able to promote transformation. • Make the most of data that comes from participants themselves, as well as from the facilitators and programme managers. Indeed, participants may have their own learning objectives in mind that may or may not coincide with the ones developed by the trainers.[30]
Methodology recommendations	• Emphasis on transformative process / linking training to broader strategy for gender mainstreaming, rather than as a stand-alone activity. Moving from "training" to "capacity building/development". • Need for increased efforts to develop quality standards or guidelines as a work-in-progress, contingent on consensus and community building among gender trainers. • Strategies for fostering community (communities of practice, rosters, conferences). • Importance of "laying the groundwork" and building political will. • Engaging in intersectional approaches that recognize diverse representations and identity as more than gendered, but without losing gender in the process.[31]
ToT methodology	The ToT had a three-tiered approach: 1. To build participants' analytical capacity on the topic. 2. To allow participants to apply and practice facilitation skills and techniques through practical exercises and peer-review. 3. To facilitate cross-learning and exchange of experiences. The design of the workshop methodologies was based on the principles of adult experiential and power-sharing learning. Participants were encouraged to engage in a process of mutual learning and teaching based on continuous reflection and evaluation. It was envisioned as a first step of a larger capacity development process, to be defined by participants within the framework of their respective projects.

[30] UN Women Training Centre. (2014, July). "Virtual Dialogue: Transformation through Training for Gender Equality" (internal document).
[31] UN Women Training Centre. (2013, September). "Training for Gender Equality Expert Group Report on the First Expert Group Meeting (internal document).

	Key concerns included: - Ensuring a balance between presentation and interactive activities. - Being complementary to the thematic sessions ("un buen hilo conductor"), including making sure the training cycle sessions complemented the thematic sessions. - ToT-specific design, including giving participants an array of tools, techniques and materials and having them practice facilitating sessions on the thematic content. The course agenda was arranged for there to be one major topic per day, with presentations and large group discussions and activities in the morning, training cycle sessions either right before or right after lunch, and smaller group work in the afternoons. Thematic content moved from the general to the specific, laying the conceptual foundation on days 1 and 2 before moving into more specific rights issues.[32]
Blended learning preferred for training for gender equality	The UN Women Training Centre Gender Equality Expert Group agreed that blended and distributed methodologies were considered preferential to online. While distributed methods include online training, they suggest that learning from diverse locations should include multiple methods, such as web-based, live streaming, videoconferencing and face-to-face.[33]
ToT content and methodology	• One aspect that could be improved upon is helping participants to design their own training plan within the ToT itself. Participants could write a draft of their project before coming and we could work on its development during and after the training in a process of peer review and coaching. • Additional focus on how to replicate training in different contexts would be useful.[34] Training skills component felt 'added on' to the ToT rather than fully integrated. Ideas for future improvement: • Not have different facilitators leading the different sections (content vs training skills). • Devoting the 4th day to practice groups leading their own sessions and putting into practice both the 'content' (understanding/feeling) and the 'process' skills (session design and facilitation) helped to bring the different strands of the ToT together. • More in-person prep time for the facilitation team to talk through issues of integration. • More focus on the particular challenges facing the design and facilitation of sessions on gender, power and violence 'content' issues during activities on workshop design and facilitation.[35]

[32] UN Women Training Centre. (2015, March). "Training of Trainers: Gender Migration, Development: A Matter of Rights" (internal report).

[33] UN Women Training Centre. (2013, September). "Training for Gender Equality Expert Group Report on the First Expert Group Meeting (internal document).

[34] UN Women Training Centre. (2015, March). "Training of Trainers: Gender Migration, Development: A Matter of Rights" (internal report).

[35] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).

Develop a joint understanding of methodologies	Designing an online moderated course requires thorough thinking around pedagogical approaches and eLearning techniques/facilities. Team members have different sets of skills, expertise and experience. The design phase demands that all team members work together to agree on a pedagogical approach for this course as well as eLearning techniques and facilities. Recommendation: Sufficient time should be dedicated to the design stage to allow the team to plan and design the course systematically, structurally and efficiently.[36]

Length of course

The course outline should include information on the length of the training course and the entire capacity-building process. The training length can vary depending upon the learning outcomes, training availability of target audience and resources allocated. The training length is also determined by the learning modality. The UN Women Training Centre has run face-to-face trainings that are two to five days long, moderated online courses that are three-six weeks long and self-paced online courses that are one-three hours long. Rather than only planning for a one-off-training course, it is very important to plan for the training to be delivered as part of a longer capacity-building process including six-months to a year of mentoring and advice (see section on follow-up). It is also important in the design phase to mention how many times it is planned that the course will run per year, with a five-year timeframe in mind.

Monitoring and evaluation strategy

It is important to put into place a monitoring and evaluation (M&E) strategy already in the design phase. There are two components to the M&E strategy – to monitor and evaluate the training development process, often as part of a larger project or programme, and to monitor and evaluate the training itself during and after delivery.

In order to monitor and evaluate the training project as part of a larger programme, the trainer needs to consult organizational policies and plans in order to ensure that the training project meets the stated outcomes, outputs and indicators. It is important to determine the reporting criteria in the design phase, in order to build in gathering of the necessary information in the monitoring and evaluation strategy. It is also necessary to determine the training projects own outputs, outcomes, indicators, deadlines and budget – as this will be monitored and evaluated.

With regards to M&E of the impact of the training itself, the course outline should provide guidance on what data needs to be collected (including the number of participants, their basic information and completion rate). In this design phase, a basic M&E strategy needs to be included which specifies when and where monitoring and evaluation methods will be used. For example, for an online course this could mean a pre and posttest along with monitoring exercises inside each learning module. For more information on training evaluation methods, see section 6. Regarding monitoring, the training design should specify more or less how many monitoring elements should be developed for the training. Within face-to-face learning, participatory exercises can be developed to also serve a monitoring function, in order to assess whether or not participants have learned certain knowledge, skills or attitudes. In addition, specific monitoring exercises can be included, usually a maximum of one per day within face-to-face training. These include:

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[36] UN Women Training Centre. (2015, February). Course Report: Online Moderated Course on Care Economy (internal document).

- Learning journals.
- Feedback rounds, for instance with a ball or post-it notes.
- Bulls eye exercise where a bull's eye/target is drawn on a flip chart paper and participants anonymously mark an "x" depending upon how close the day of training has come to meeting the learning outcome or their expectations. The target can also be divided into sections to provide feedback in difference areas (such as lunch, venue, facilitation, training content and training exercises) or multiple learning outcomes. The completed flip chart can then be used to facilitate a discussion what can be done to better meet the learning outcomes during the next day.

Box 12: Monitoring – UN Women Training Centre Tips

Knowledge assessment exercise: At the end of each day of the ToT, as part of the wrap-up, participants were asked a series of review questions to assess whether they had met the day's learning objectives. These questions were prepared ahead of time, and focused both on the thematic content and on the training cycle content. The respective facilitators of each session asked the review questions to the large group, while a support person passed the microphone around so participants could respond. While this was certainly an informal evaluation technique, it served both to gauge whether the knowledge targets were being met and to reinforce key points from the day's learning.

End of day evaluation exercise: At the end of each day, following the review questions, we handed out three small cutout cards to each participant. They had a picture of a head, with the question "What new ideas did you learn today from the workshop?", a picture of a heart asking "How are you feeling (related to the workshop)?", and an outline of hands asking "What can you do with today's learning?". Participants would take a few moments to fill them out and hand them in as they were leaving for the day.

Immediately after the session concluded, the lead facilitators would sit down to review the cards and decide upon any adjustments needed for the next day based on their feedback. Using the heads-hands-hearts cards as an end-of-day evaluation technique was a great way to check in with participants and enabled us to take stock and adapt the next day as needed.

Monitoring exercise with movement: Another exercise to check in with participants, involved forming a circle and passing a ball. The person with the ball would share how s/he is feeling, what s/he is learning, and how s/he hopes to apply it. The chance to go outside and move around a bit was much appreciated by participants, drawing on kinesthetic learning styles.

Peer review exercise: Each day involved group work. On the first two days, the participants were divided into five groups: four were tasked with preparing and facilitating an activity, while the fifth group was the peer review group. This group was given a brief worksheet suggesting some guiding questions for them to prepare constructive feedback. This technique seemed to work quite well, as it introduced a horizontal, peer-to-peer dynamic. The peer review group provided great feedback on approach to content and facilitation techniques, and lead facilitators merely complemented their inputs when necessary.[37]

Follow-up

Providing ongoing support to training participants, both before and after the training course, is absolutely pivotal even though it is often under-prioritized and under-resourced. This is the moment where learning can lead to action in the workplace. Reframing training as a capacity-building process can take into account the importance of these pre- and post-training phases. A lesson learned from the UN Women

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[37] UN Women Training Centre. (2015, March). "Training of Trainers: Gender Migration, Development: A Matter of Rights" (internal report).

Training Centre training of trainers on masculinity and violence against women and girls is that training should be conceived, designed and implemented as a process rather than a single workshop in order to sustain the inspiration and energy for personal change, organizational development and improved programming. However, follow-up activities can be resource intensive, including taking up quite a bit of time. It is therefore important for trainers to properly plan and budget follow-up activities, including before the training course as well as for six-months to a year after.

Depending upon the learning outcomes and available resources, different actions can be taken to reinforce the learning process, including:

- Developing a clear personal and/or institutional action plan at the end of each training.
- Keeping an active online forum for participants as an informal network where they can continue to exchange information, resources and good practices.
- Uploading training modules and materials to the online forum so that participants can use them.
- Providing participants with the contact information of the trainers in order to answer questions or provide additional information and advice.
- Establishing a coaching or mentoring process formally linking experts with participants in order to support them to implement what they have learnt once they are back on the job.
- Holding a follow-up seminar, e-discussion or training with participants.

Work plan and budget

In order to have a smooth and efficient training development process, it is important to include in the project outline a work plan and budget for the rest of the training development process. This section of the project outline includes information on partner organizations, the process of developing the training, and concrete tasks and timelines. For instance, the work plan should include outputs, tasks, indicators, who is responsible and what is the deadline. If a consultant is being hired, a separate work plan with clear milestones, outputs and deadlines will also need to be drafted.

Items that need to be budgeted for include trainer time, consultant fees, costs of online course packaging, one or multiple training course implementation, travel, translation, printing, follow-up activities, etc. In the design phase, this will be a budget estimate but the budget can be continuously updated as concrete quotes and payments are made. The trainer should include information on exactly where the funding is coming from, including how much funding already exists and how much might still need to be secured. If the training is not already fully funded, information should be included on potential donors and steps that will be taken to secure these funds.

Box 13: Course design – UN Women Training Centre Tips	
Increase collaboration between trainers	Collaboration within the facilitation team on content and pedagogical aspects should have taken place earlier and more systematically. Since there were six facilitators, participants sometimes felt that each facilitator had come with their own content and activity, and that a global flow in the methodology was lacking. It is crucial to have a group reflection as early as possible on the objectives, topics, and agenda of the training, and to adjust it as necessary when we have a better idea of the profile of the participants and their expectations.[38]

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[38] UN Women Training Centre. (2015, March). "Training of Trainers: Gender Migration, Development: A Matter of Rights" (internal report).

2.4 ESTABLISH A PEER REVIEW GROUP

As a quality assurance mechanism, the UN Women Training Centre uses a participatory approach that includes a peer review process in the design and development of its courses. The peer review process helps ensure that the courses conform with UN Women vision, standards and ownership as well as their training for gender equality quality assurance criteria, see page X. Peer review increases the legitimacy of the content and methodology, assures the quality and augments the sense of ownership. When the courses are developed in collaboration with partners such as academic and civil society institutions, UN agencies, international organizations and government agencies, these implementing and collaboration partners are actively involved from the initial design of the training. Peer review can thus take different forms depending on partners, type of content and learning modality (e.g. online or face-to-face).

Peer review group selection

The trainer should select a maximum of three to four highly motivated experts to be part of the peer review group. They should ideally include a representative from a project partner, one external subject matter expert, and one member of the target audience. Additional criteria to take into consideration when selecting a peer review group are:

- Diversity in terms of geography, language, cultural background, ethnicity, religion, sexual orientation and gender identity, etc.
- Expertise in the training content
- Experience with the target audience
- Experience with the selected training modality
- Gender parity

Peer review group management

A UN Women Training Centre lesson learned has been that peer review group management can be time consuming and even delay the training development process. In order to create a timely and effective peer review process, the trainer, in consultation with the peer review group members, should develop clear terms of reference (ToR) for the peer review group. The ToRs should include all tasks and deadlines and be signed by each member of the peer review group. It should also include clear wording stating that if feedback is not provided by the peer review member by the agreed deadlines, then the process will continue as planned and that late feedback will not be accepted. For the external members of the peer review group, a small honorarium can be considered in order to ensure prompt and thorough review. The trainer can also develop feedback questionnaires to guide the peer review process, including for feedback on the project outline and course outline as well as other training products that might require peer review. Peer review feedback can be delivered through these questionnaires, in track-changes format in the document and/or through face-to-face or online meetings including web-conferences.

Box 14: Peer Review Process – UN Women Training Centre Tips

• Allowing sections or agencies to designate their own staff to participate may result in more willingness among peer review participants.
• Clearly defining the methodology of the peer review and having a trainer to ensure that peer review group participants stick to it may result in a more pleasant and productive meeting. Ideally, the trainer should meet with them beforehand to define methodology and objectives for the peer review.
• Having a designated rapporteur is important to sum up discussion during the meeting with the peer review group, and also to document discussion points, debate, suggestions, and follow-up commitments.
• Maintaining an open, humble stance and willingness to listen goes a long way in building collegial relations among peer review group participants and generating a sense of ownership. Rather than imposing ideas, invite people to commit and come to consensus.
• Defining content is an important political decision. Be prepared to compromise, such as deciding upon which modules are mandatory and which are to be optional.
• Define ahead of time how many peer review meetings are necessary and how many versions of the product should be produced.
• More structured methodologies, such as closed questions and directing discussion, can be useful to advance more quickly toward consensus. This must be balanced with a willingness to listen and focus attention on trouble areas.
• Creating a follow-up to do list for peer review group participants with a deadline for sending feedback is a good practice.
• Consider the possibility of waiting to incorporate changes to the product after two or more peer reviews, to avoid duplication or contradiction in revisions and facilitate more timely course production.

• Hold a brief meeting with consultants following the peer review to go over the rapporteur report and decide whether and how to address the more substantial changes requested.

• Follow up with peer review group participants, compile and synthesize inputs using an Excel sheet, DropBox or similar system, before passing them on to consultants. Avoid sending documents using a "scattergun approach".

• Weigh the pros and cons of separating "the politics" from technical revision. One option could be to hold separate meetings to present but not go into detail on contents, and another to do a technical review.
• Set limits on how far to take the review process, based on available time and resources.
• Strike a balance between the participatory process and internal decision-making on which changes to include.
• Who is considered an expert is quite political. Identifying and engaging the experts must be approached in a politically savvy manner. When to involve them is also an important consideration to be made.
• A closed questionnaire is a useful tool for advanced stages of revision.[39]
"Lessons Learned from the Development of the Basic Gender Course" UNWTC, May 2015

2.5 RECRUITMENT AND SELECTION OF CONSULTANT(S) AND COMPANIES

In many cases, the trainer will need to recruit and select consultants or companies for various training development tasks ranging from conducting the initial feasibility assessment to course design, development, implementation and evaluation. If it is an online course, trainers will also need to recruit and select a company to undertake the online packaging of the course, see section 4.6. The recruitment process might involve a call for consultants or a request for proposals, depending on if there is a clear

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[39] UN Women Training Centre. (2015, May). "Lessons Learned from the Development of the Basic Gender Course" (internal document).

scope of work (consultant) or not (proposal) and depending upon the complexity and total amount of the contract.

Terms of reference (ToR)

The UN Women Training Centre follows UN Women policies and procedures for the procurement of services and goods. The procurement process begins with the identified need for professional services either of individuals or companies but is always subject to approval and availability of funds. Trainers should prepare the ToR in collaboration with human resources personnel. The ToR should be as clear and as detailed as possible including:

- A clear profile of the expertise the consultant/company needs to possess.
- Timeline with milestones and deliverables (possibly requiring adjustment when actual contract is initiated).
- Products/outputs should be delivered in phases to facilitate revision and quality assurance processes.

Once finalized, the ToR should be submitted to human resources along with a copy of approval containing an indication of the source of funding.

Box 15: Consultant and Company Recruitment – UN Women Training Centre Tips

Consultants

• It is important to have absolute clarity on the task at hand and to ensure precise and detailed ToRs.

• For larger projects, consider issuing a request for proposals (RFP) from teams rather than a consultancy announcement for individuals, and weigh the pros and cons of conducting a more open search.

• A meeting should be held to define the course outline the very week that the consultant began work. No writing should have been done before having this kick-off meeting to collectively define the outline and/or engage in an open and participatory process with participating agencies to define this.

• Comfort with technology and receptiveness to feedback ("client orientation") are competencies worth considerable weight when hiring a consultant or company to develop training.

Course packaging companies
- All RFPs for online course packaging companies should include selection criteria related to experience designing e-learning courses for the UN system and demonstrable sensitivity to gender equality. These should be weighted in the selection process.

Box 16: Useful Resources for Training Design

UN Women Training Centre resources:

- **Reports from virtual dialogues on training for gender equality** – 2012 - 2016
- Discussion and concrete tips on topics ranging from online learning and transformation to handling resistance.
- **Compendium of Good Practices in Training for Gender Equality** - April 2016
  Offers in-depth information on 10 different good practices, including detailed outlines of training courses, examples of dealing with challenges, and a collection of tools and activities.
- **Typology on Training for Gender Equality** - April 2016

Contains an analysis and practical information on five different types of training for gender equality.

- **Self-Learning Booklet: Masculinities and Violence Against Women and Girls** - 2016
  Tool to assist both UN and non-UN staff to better understand the issues of masculinities in relation to violence against women and girls.
- **Tool on Evaluating Training for Gender Equality** - forthcoming 2017
  Practical guide to comprehensive evaluation of training for gender equality.
- **Feminist Pedagogies in Training for Gender Equality** - forthcoming 2017\
  Contains both theory and practical information on how feminist pedagogical principles can guide training development.
- **Quality in Training for Gender Equality** - forthcoming 2017
  Reviews existing quality criteria and provides information on how to strengthen quality throughout the training cycle.

All of these resources and more can be found on the UN Women Training Centre eLearning Campus Resource Centre: https://trainingcentre.unwomen.org

Other resources:

- **Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcome Statements** – International Assembly for Collegiate Business Education (2015-15)
  http://iacbe.org/pdf/blooms-taxonomy.pdf
  Contains useful resources and step-by-step guidance on using Bloom's Taxonomy to write SMART learning outcomes.

- **Five Characteristics of Learner-Centered Teaching** – Maryellen Weimer (8 August 2012)
  http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/
  A short summary of her book, including the importance of students to practice learning, gain practical skills, reflect, collaborate and exercise agency.

- **Transformative Learning Theory in the Practice of Adult Education: An Overview** – John M. Dirks (1998)
  https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=16&sqi=2&ved=0CHQQFjAPahU
  KEwi1wtrwqpzlAhUBVRoKHQBsA2g&url=https%3A%2F%2Fwww.iup.edu%2FWorkArea%2FDownloadA
  sset.aspx%3Fid%3D18335&usg=AFQjCNEVB2BOe4AI-
  xEPznNxoJyOMgyodA&sig2=pJrve82NQJMj2WlUqadGIg&bvm=bv.103627116,d.d2s
  An excellent article providing a theoretical background of transformative learning, including different approaches in adult learning.

3. PLANNING

OBJECTIVE
Prepare for the course delivery, including developing and implementing a communication strategy to recruit participants, contracting training facilitators as well as organizing all of the training logistics.

3.1 TRAINING PLANNING
The third step of the training cycle is planning the delivery of the course. A UN Women key lesson learned is to initiate the planning phase as soon as the initial design of the training has been agreed upon. This phase occurs more or less simultaneously with the next phase of training development. The

trainer in collaboration with communications, administration and human resources personnel is responsible for planning including recruiting participants and training facilitators as well as organizing all of the logistics needed to deliver the course. The trainer will also need to update and finalize the initial budget that was drafted as part of the design phase, see section 2.3. The trainer should also assess potential training challenges and solutions, see section 5.4. The planning process should begin at least four to six months before the date of the training.

Box 17: Planning – Checklist on Feminist Pedagogies[40]

Recruiting participants and facilitators, organizing logistics, and conceptualizing technical content
- ✓ What logistical aspects need to be taken into consideration to ensure the construction of a 'feminist classroom' for the training environment?
  - ✓ How can terms of reference for trainers be designed to ensure that feminist pedagogical principles will be respected in the training environment?
  - ✓ How can the technical content and learning objectives be consciously aligned with feminist pedagogical principles?

3.2 COMMUNICATION STRATEGY AND MATERIALS

In order to recruit participants for the course, it is important to disseminate information about the training. The number of participants that register and take the course is a key indicator of the success of the training. In the training design process, a clear target audience and number of participants, learning outcomes, training modality and length of the course should have been established. All of this information is necessary in order to develop a communication strategy and communication materials. Before finalizing the strategy and materials, the trainer also needs to set the date and location of the training as well as establish the registration process, see 3.3.

The trainer, communications personnel and occasionally a consultant are responsible for drafting and implementing the communications strategy, including drafting communication materials. In some cases, as an expert in the topic of the training, the consultant may have a wide contact network that can be tapped into.

The five steps for developing and implementing a communications strategy are:

1. **Draft a communication strategy**
   The strategy (also called a distribution or outreach strategy) should be based on the project outline and focused on meeting the learning outcomes and reaching out to the target audience. It should include information on the communication channels, such as networks, newsletters, social media, etc. and the needed communication materials. It should also set deadlines, assign responsibilities and describe how to evaluate success. At this point, the target audience stated in the project outline might need to be further broken down into more specific groups of people and institutions such as personnel responsible for gender budgeting in national gender machineries in developing countries or senior-level civil society personnel working on migration policy in developed countries.

2. **Use outreach databases or lists to identify communication channels**

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[40] UN Women Training Centre. (2017). *Feminist Pedagogies in Training for Gender Equality*. Working Paper Series.

Based on the target audience defined in the communication strategy, utilize existing databases or lists in order to find contact information for individuals or other communication channels. When promoting training courses and products, the approach should be multi-channel for optimal distribution.

3. **Draft communication materials**
   According to the target audience and communication channels, different forms of communications materials are needed including flyers, press releases, videos, social media packages, newsletter articles, newspaper articles, etc. The messages within each communication material must be adapted according to the communication channel. For example, if the training course is open to the general public and one of the selected distribution channels is social media, then the communications materials should include social media messages adapted to Facebook, Twitter and any other relevant social media network.

   For examples of press releases:
   - Guidance on Gender-based Violence in education (Manual):
     http://www.unwomen.org/en/news/stories/2016/12/press-release-unesco-and-un-women-release-guidance-to-end-gender-based-violence-in-education
   - Roster: http://www.unwomen.org/en/news/stories/2013/5/calling-gender-experts-un-women-announces-new-roster-of-gender-experts-and-trainers
   - Launch of the Migration Training Manual:http://www.unwomen.org/en/news/stories/2013/12/un-report-reiterates-gender-equality-is-a-crucial-component-of-migration

4. **Disseminate and track communication materials**
   Use an existing database or prepare a new database in order to track exactly where the course information has been distributed. This includes recording information such as target audience type, name and contact information, type of communication materials sent, date sent, outcome and any follow-up needed. This is a time consuming task if databases are not already available, thus, the earlier a database is prepared with proper contact information, the better.

5. **Evaluate the success of the communication strategy**
   It is important to measure whether the communication strategy has reached its goal by including key indicators in the strategy. A commonly used indicator is to measure the number of participants that view course descriptions, registered, and completed a course. For more information on evaluation, please see section 6. Currently the main evaluation indicators to measure communication impact are:
   - Increased number of participants taking training courses and using training materials.
   - Number of visits and registered members in the training for gender equality community of practice and UN Women Training Centre eLearning Campus.

   Additional evaluation indicators and tools include:
   - **Web metrics**
     Number and location of visitors to a website and which pages they looked at and whether or not they downloaded anything. The most commonly used tool to help measure web metrics is Google Analytics.
   - **Newsletter metrics**

Newsletter statistics are also good indicators of readers' interests. The number of opens and clicks, as well as the increase in the number of newsletter subscribers can be monitored closely through this tool.

- **Social media metrics**
  Social media allows outreach to various target audiences at the same time. It is the most cost-effective tool which can also evaluate outreach.
- **Survey**
  Gathering feedback from training participants, including where they heard about the training, can be done through different types of surveys including the registration form or pre-training questionnaire.

3.3 PARTICIPANT REGISTRATION AND SELECTION PROCESS

Calls for training participants can be open (anyone can apply) or closed (targeting specific individuals or institutions). In order for interested training participants to be able to register for the course, the trainer needs to design a registration form. In collaboration with information technology personnel, this form can be uploaded to an online learning platform. In some cases, it can be useful to include assessment questions in the registration form in order to determine the learning needs of participants – see sections 1.3 and 2.2. It is also important to ask about any special dietary, religious, mobility or other needs of participants.

It is also important to be clear in the registration form regarding the rules for any scholarships being offered. In some cases, it might even be possible to identify and partner with organizations that can provide additional scholarships for training participants.

In case too many participants apply for the course, the trainer will have to decide to either run the course multiple times or design and implement a selection process. Criteria for participant selection should always be clearly communicated to all participants and can include: how well they fit the target audience; their specific country contexts (developing, developed, post-conflict, etc.), region or country, or institutions; or if they are part of a marginalized group or not.

If the training organization will cover the costs of travel, at this time information on the participant's full legal name, nationality, passport information, and country and city of departure will be requested. Participants who need visa assistance should also receive an official letter of invitation and assistance in identifying the appropriate consulate.

Box 18: Participant registration and selection – UN Women Training Centre Tips	
Importance of allocating enough time for registration and selection for moderated online courses	• More time and a more rigorous selection process are needed to ensure that committed participants are selected: - The course announcement and application period should be twelve weeks. - At least one week to screen and select applicants and about two-three weeks more for confirmation and payment. • A Skype talk with all pre-selected participants should be held before enrolling them in order to ensure that they are fully aware of the completion requirements and the timing (including deadlines) of the course. Exceptional cases deserving extended deadlines must be identified in this meeting. All the rest of the participants should meet the deadlines.[41]
Risks of senior-level participants, benefits of including academics and the need to request info on self-identification as part of registration	During the moderated online course on democratic governance and participatory democracy in Latin America and the Caribbean, it became clear that there is a risk n involving participant that are senior and have high levels of responsibility – work can take priority and one participant temporarily had to suspend their participation. The presence of academics was interesting and beneficial to the course. However, there was a lack of indigenous and possibly afro-descendant participants. The course registration form did not request information on self-identification of ethnicity – this is a recommendation for our next online courses.[42]
Benefits of a closed participant section process	• For this kind of thematically specific ToT, conducting a closed, targeted call for nominations linked with existing projects was a good practice. It guaranteed that there would be a sufficient number of participants and that funding would be available for their travel. It also ensured that participants were well-suited to the course and generated institutional commitment to replication of the training. • The organization that conducted its own internal selection process sent nominees that were highly qualified and had already had to prepare a replication proposal prior to the ToT. This brought added value to the ToT both in terms of the quality of their participation and in terms of impact post-training. • If the call is closed, it is important to specify to the organizational contacts that the call for applicants is not to be shared in external networks.[43]

[41] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[42] UN Women Training Centre. (2015, July). *Internal Evaluation Report: Online Moderated Course on Gender Equality at the Local Level in Latin America and the Caribbean: Democratic Governance and Inclusive Development* (internal document).

[43] UN Women Training Centre. (2015, March*). Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

3.2 RECRUITING TRAINING FACILITATORS

For face-to-face, blended and moderated online training it is necessary to have training facilitators or moderators. In some cases, additional training facilitators and/or guest speakers are needed to contribute specific expertise and share the workload.

Selection criteria for training facilitators include:

- Subject matter expertise
- Training expertise - including adult learning methods and transformative learning
- Target audience expertise - experience working with and providing training to the specific target audience
- Context expertise - coming from living and/or working in the specific country or regional context
- Diversity - increasing the diversity of the training team in terms of sex/gender, ethnicity, language, religion, sexual orientation and gender identity, etc.

As with the consultants for training development, see section 2.5, clear ToR need to be developed and the training facilitation consultancy should follow standard distribution and selection procedures with the assistance of the human resources personnel. As training skills are hard to assess via interview, it is important to ask for examples of training materials, perhaps include facilitating a training exercise (if it is a face-to-face interview) and ask the references in-depth questions including examples of training methodologies used.

Box 19: Webinar Coordination with Facilitators and Speakers – UN Women Training Centre Tips

- Training time to familiarize the project manager, training facilitators and guest speakers on webinar functions and features should be factored in the planning process. • The project manager should clearly communicate to guest speakers that they are required to:

1. Indicate dates, times and topics.
2. If possible submit their PPTs a few days earlier.
3. Submit a biography and a photograph.
4. Use visual supports and not to overload their PPT presentations.
5. Schedule a training session on the webinar technology.

The training facilitator should teach the first lecture to introduce main contents of the course. Guest speakers for the rest of sessions can be engaged.[44]

3.2 ORGANIZING LOGISTICS

Key to the success of any training is planning the logistics. In preparation for the delivery of a face-to-face training courses, the trainer with the support of administration personnel needs to organize all of the logistics. In order for logistics to run smoothly, planning should begin at the very least three months before the training is scheduled to take place.

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[44] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

Training logistics includes:

- Flights for participants and training facilitators
- Training venue
- Transportation
- Meals/catering
- Accommodation
- Visas
- Interpretation
- Training materials, handouts, pens, paper, etc.
- IT requirements, internet access, slideshow projector, laptops, etc.
- Training tools, flipcharts, pens, post-its, etc.

Box 20: Key Information in Logistics Notes

The logistics note needs to include information on:

- Accommodation
- Transportation including flights and trusted taxi services to/from the airport
- Meals
- Daily subsistence allowance
- Training venue
- Map
- Contact information for training personnel
- Safety information regarding physical and health threats
- Emergency contact information for police, medical and fire services

Logistics notes can also include:

- Link to a website to reserve their accommodation for self-payers
- Dress code
- Internet access
- Language
- Currency
- Weather
- Electrical appliances and outlets
- Host country and city information
- Recommended restaurants and tourist destinations and/or tour operators

Tasks and responsibilities should be assigned to the various personnel supporting the training. For logistics planning, an important tool is the preliminary training agenda (see Annex 4 for an example of a training agenda). The trainer needs to coordinate the training development process in order to procure a preliminary agenda as soon as possible, see section 4.3. The agenda is necessary for planning accommodation, catering, flights, venue, and other key aspects. The preliminary agenda should also be sent to participants along with the logistics note.

The logistics note is another important tool for planning (often called an administrative note) and should be sent out to registered participants as soon as possible.

If the training is to be held in–house, the selected meeting room should be inspected one month prior to the event to ensure for the proper functioning of A/C or heat, lighting, furniture, audiovisual equipment, microphones, etc. Any needs for materials and supplies must also be determined a month in advance so there is enough time to order them if necessary. A need for break-out rooms and relevant information on special needs for participants including building accessibility or special diet must be shared at this time. All vendors needed for services should also be contracted a month in advance.

The day before the event, all contractors, purchased items and maintenance should be contacted to confirm all details. The room(s) should be properly set up with all materials distributed and in place. The

list of participants should be provided to both the security guard and reception. Packages of information, including an emergency contact card, should be ready for distribution to participants upon arrival or can even be distributed earlier upon arrival at the hotel by leaving it with the hotel reception.

Box 21: Organizing Logistics – UN Women Training Centre Tips	
Dedicate enough time for training planning	Recommend budgeting more time for organizing logistics as well as developing a table listing tasks, roles, and responsibilities with a timeline to ensure that all tasks are coordinated and on time.[45]
Plan for translation	Translation of documents requires time and organization. This has to be taken into account in planning.
Clear communication and responsibilities	The involvement of administrative colleagues is very important as there are tasks such as confirmation, payment, certification, etc. that need their support. Suggest meeting with the admin team early on to clarify tasks, roles and responsibilities – where and how they are expected to provide assistance and support.[46]

Box 22: Useful Resources for Planning

Guide to Integrating Gender in Security Sector Reform Training – Agneta M. Johannsen and Kristin Valasek, DCAF (2009) http://www.dcaf.ch/Publications/Guide-to-Integrating-Gender-in-SSR-Training
Contains relevant tips on planning gender training, including selecting participants and facilitators as well as logistics.

4. DEVELOPMENT

OBJECTIVE
Develop course content, methodology, materials and graphic design based on the project outline and incorporating peer review. For online courses and course elements, this includes packaging and uploading. Adapt course materials to the specific learning needs of training participants.

4.1 TRAINING DEVELOPMENT
The fourth step of the training cycle is development. It often occurs more or less simultaneously with the third phase of planning. Once the trainer and the peer review group have come to agreement on a final project outline, it is time for the trainer or consultant to develop the actual content, methodology and materials of the course. As mentioned under the design chapter, the UN Women Training Centre strives

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[45] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[46] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

to develop transformative, participatory, inclusive and innovative training (see Quality Assurance Criteria on page 4) and this must be reflected in the training development. This process is documented by developing, reviewing and finalizing a course outline and course materials. Once these are ready, graphic design elements may be needed and relevant course materials uploaded to an online platform. For online courses, packaging is needed to finish the training. Each time training is delivered, every effort should be made to adapt the course to the specific learning needs of training participants.

Box 23: Development – Checklist on Feminist Pedagogies

Content and methods
- ✓ What is best practice in feminist pedagogies for this kind (length, modality, objectives, etc.) of training?
- ✓ What kinds of activities and methods are most likely to lead to an increase in participants' Knowledge, Desire and Ability to address gender inequality?
- ✓ Based on the learning assessment, how can participants' already existing knowledge and experience be built into the course design?

4.2 COURSE OUTLINE

It is important to ensure clarity and agreement regarding the course outline before using it as the basis for developing the course outline. Before the trainer starts preparing a first draft of the course outline, a face-to-face or virtual meeting needs to be held to discuss and clarify the topics covered in the project outline, including information on the peer review process.

Participants in this meeting include the trainer, consultant(s), and relevant and available members of the peer review group, including key partners.

The trainer should develop the course outline to meet the identified learning needs and target audience in line with the content and methodology described in the project outline. The format of the course outline and types of content, methods and assessment (M&E) will vary depending upon the learning modality: face-to-face, blended, self-paced online or moderated online. Trainers should also keep in mind that even if they develop a blended or face-to-face course, it may in the future be adapted and delivered as an online course.

There are many common elements that all course outlines should cover for each training module/session, including: learning outcomes, key learning points, methods, resources, monitoring and evaluation exercises, timing and needed materials. In addition, it must include a training agenda that provides an overview of the entire course (see Annex 4 for an example).

Practical tips to ensure the development of transformative, participatory and inclusive training include:

- Let the learning outcomes guide the development of the key learning points and the selection of training method.
- Design training exercises in order for participants to practice using the relevant skills, knowledge and attitudes that are specified in the learning outcomes.
- Include participants-led learning, for instance free choice of topic for presentation or research project.
- Include a maximum of twenty-minutes straight for lectures and presentations.
- Less is often better than more, plan in extra time for discussions and exercises in order for participants to have time to talk and get as much as possible out of the exercise.

- Include practical examples that are relevant to the cultural and institutional context of the participants.
- Use multi-media whenever possible and relevant, including videos, sound, graphics, animation, newspapers, books, blogs, etc.

Review process

Once the trainer has completed the first draft of the course outline, it can be sent to the peer review group for feedback. The peer review group should have a minimum of two-weeks to provide feedback on the draft course outline before scheduling an online or face-to-face meeting to discuss. They should be encouraged to provide track-changes comments in the text of the course outline as well as feedback in a feedback questionnaire. The draft should be reviewed based on existing quality assurance criteria, see page 4 for UN Women Training Centre criteria, and special attention should be paid to avoid sexist, racist, homophobic and other discriminatory content, language and images. At this stage, recommendations on methodological issues and important resources should already be incorporated into the draft. After the peer review, the trainer incorporates recommendations and suggestions made by the peer review group and produces a final draft of the course outline.

In some cases, an additional peer review might be required until the course outline is validated and agreed upon.

4.3 FINAL COURSE MATERIALS

Once the course outline has been finalized, the trainer still needs to develop the final course materials. For face-to-face training this can include a facilitator guide and/or a package of training materials including PowerPoint presentations, speaking notes, exercise handouts, reading materials, monitoring and evaluation exercises and questionnaires, video clips, etc. The final training package should include all the materials needed to facilitate the training course from start to finish.

For online courses, all the training materials need to be developed including text and exercises but they need to be adapted to the specific format of online training – see section 3.6. For online training materials, it might be necessary to employ a professional language editor to revise the final text in order to avoid mistakes.

A lessons learned from the UN Women Training Centre ToT on gender, migration and rights is that the trainer should ask all facilitators to prepare session outlines specifying time, outcomes, content, method, materials needed and use of space, as well as their own PowerPoints and exercise handouts in both English and Spanish. In addition, a detailed facilitator's agenda was prepared with two additional columns where bullet points on methods and materials were added (see Annex 5). This internal document was quite important for making sure all materials were on hand, and keeping things moving smoothly throughout the training.

Review process

The trainer should receive all the course materials at least one-month before a face-to-face course is delivered in order to assure consistency with the project and course outlines, quality assurance criteria, and other guidelines (see Box 27 on gender-sensitive imagery). Language editing and/or translation might also be necessary in order to finalize the course materials as well as graphic design and layout.

Box 24: Training Development – UN Women Training Centre Tips	
Editing and translating moderated online learning materials	All materials need to be edited, laid out and ready for uploading at least two weeks before the course starts. This requires the team to prepare course materials well in advance so it allows time for translation, copy-editing, and design/layout. All contracts for the translator, copy-editor, and designer should be ready once the course is announced (ideally 12 weeks before the course takes place).[47]
Moderated online learning course structure, content and methodology	• It is important to ensure that participants are aware of overall instructions on the course at the very beginning, including the organization of the whole course (structure, learning resources, requirements to pass the course, supporting staff); the organization of a regular week/session; and technical basics to use both the platform and the GoToWebinar. This information could be delivered in the first online lecture. • Online lecture delivery structure: - Provide a short introduction (biography) of the guest speaker. - The lectures should run from a minimum of 60 to a maximum of 90 minutes depending on length of the questions and answers session. - Establish two different times to fit participants in different time zones. • Make online lectures more dynamic including encouraging guest speakers to use more visuals; speakers and (if possible) participants appearing via webcam; and allow participants to speak. • Making available an online report on which participants attended each online lecture is convenient in order to properly follow-up participants' engagement in the course, but requires an additional effort by the trainer. [48]
Translation and coordinating training materials	• More attention needs to be paid to the issue of language in order to avoid lack of coordination and to properly value the workload of all the staff involved. If the course was opened in a new language, it should be guaranteed that someone who speaks all languages and has content knowledge and certain technical abilities is involved.[49] It is advisable to have final versions of all materials several weeks in advance, and also to have either designated resources or a staff person to support with translation of in-house training materials.[50]

4.4 ADAPTING COURSE MATERIALS TO TRAINING PARTICIPANTS

Even after the course materials are finalized, there is an element of course review and development that needs to occur each time a training is delivered as there are new participants for each iteration of the course. The trainer is responsible for ensuring that the participants' specific learning needs are assessed, see section 1.3, and relevant changes are made to the standard course materials in order to better meet these needs. For instance, a pre-training questionnaire should be circulated to participants as far in

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[47] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[48] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[49] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[50] UN Women Training Centre. (2015, March*). Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

advance as possible – ideally one to two months before the training as part of the registration process. A common lesson learned is that the questionnaire is not circulated and received back in time to allow for analysis and relevant changes to the course.

Practical tips on adapting the course to new training participants include:

- In addition to the pre-training questionnaire, conduct short interviews with a diverse selection of participants and their managers and other stakeholders, see section 1.3.
- Undertake background research into the specific national, cultural, religious and institutional contexts of participants.
- Review all course materials, including language, exercises and images, to ensure they are adapted to the specific context and learning needs of participants, preferably by an expert trainer from that culture or with that institutional background.
- Select a co-trainer or moderator from the country or culture or with a background working for the same type of institution.
- Translate and review the training materials and deliver the training in a local language that will allow for greater access by diverse participants.
- Include examples and case studies from the country, region or type of institution.

Box 25: Adapting Course Materials – UN Women Training Centre Tips	
Necessity for training adaptation, including preserving the element of confrontation	In dissemination of best practices, there must be room for adaptation to different contexts, such as the setting, the trainers' background, and the participants' cultural and educational background. There are still some aspects of training that can be standardized and these include criteria, definitions and key messages. On the other hand, the delivery of these aspects must be adjusted to individual contexts and different cultures, and to the needs of each participant. This will allow for the preservation of the participatory and deeply personal nature of training for gender equality.

One of the most challenging elements to preserve through dissemination is the element of confrontation as a learning opportunity. Our key informant interviews supported the idea that having the personal beliefs and attitudes of participants challenged during training was an effective way of promoting deep-rooted and transformational learning. When training is adapted to new contexts, this must be |

Updating course materials	Updates and revisions of the course materials including reading materials, bibliographies and session overviews are advisable, but also time and resource consuming. Recommend updating the permanent course materials (introducing new topics or reviewing the approach of the course) every two-three years. In the meantime, dynamic course materials should be improved and updated.[52]
Diverse participants	The audience was quite diverse, which was both a richness of the training and a challenge for the facilitators. It was diverse in terms of their organizations, countries and cultures, knowledge background, professional experience, sex, etc. Training can be tailored to respond to this diversity, but this is something that can be improved in our training design and development.[53]

[51] UN Women Training Centre. (2014, Spring). New Approaches to Training for Gender Equality: UN Women Training Centre. SIPA, Final Report (internal document).

[52] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[53] UN Women Training Centre. (2015, March). *Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

4.5 GRAPHIC DESIGN

Graphic design elements exist in all courses – ranging from the formatting of exercise handouts and PowerPoint presentations to the facilitator guide or online packaging (see section 3.6). Once the course materials are finalized and adapted to the specific training participants, the trainer may need assistance with graphic design. The internal communications personnel as well as external graphic design companies (see section 2.5 on recruitment) can be contracted to undertake graphic design development and review, however care should be taken to plan enough time and funds for this. In addition, as part of the review process, the trainer in collaboration with the communications personnel is responsible for ensuring that the course layout and imagery are gender-sensitive (see Box 27) and in line with the existing branding guidelines.

Box 26: Gender-Sensitive Imagery

At the UN Women Training Centre, communications section is responsible for ensuring that the course layout and imagery are in accordance to gender equality and women's empowerment objectives.

Use of photos: It is important to show that women are empowered by showing photos of women in the foreground taking action. It is also important to show both women and men in non-traditional roles, such as men as caregivers and women as security providers. It is also good to include pictures of women and men collaborating and role modelling gender equality. Diversity in age, ethnicity, religion, nationality and sexual orientation and gender identity is also important to reflect through photos.

Use of icons: When using icons, men and women should be portrayed equally. Unisex icons should not be used as they are often associated with men.

4.6 ONLINE LEARNING PLATFORMS

At the UN Women Training Centre, we have established an eLearning Campus which provides a useful resource for the delivery of training. Whether for a face-to-face, blended or online training, this platform can be used for online training elements ranging from course registration and pre-training questionnaires to uploading reading materials and training modules. For each new course, the trainer in collaboration with the e-learning specialist must establish a new course platform on the campus.

Box 27: Online Learning Platforms: UN Women Training Centre Tips	
Start the online training component early on	The online component of the course could be started earlier, thereby allotting time for participants to engage in tasks such as preparing and sharing a first draft of their plans for replicating the training after the ToT. This could form the basis of some sessions in the face-to-face part of the training focusing on developing/refining their plans.[54]

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[54] UN Women Training Centre. (2015, March*). Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

Develop teaching materials and configure online platform in conjunction	Teaching materials should be developed in conjunction with the configuration of online training platform facilities to guarantee that the pedagogic approach (training methodology) and the technologies are complementary.[55]
Online discussion forums	In our online discussion forum, it turned into a monitoring tool to check whether or not the participants had read the assigned material rather than a space for reflection and collective discussion. This was also due to participant's lack of time – which was an obstacle to creating more interaction between them.[56]
Web conferences	Using a tool such as Doodle to determine the best times for web conferences in the beginning of the course. Web conferences that are shorter; more participatory; more concrete with direct links to practical experience, examples and tools; and with visual tools that are well designed.[57]
Online platform content and functionality	During the ToT the trainers included in the course page on the online learning platform: the main course materials (agenda, logistics note, group photo), space to upload presentations and complementary reading for each day, discussion forum, facilitators' photos and bios, pre-training survey, and final course evaluation. Confirmed participants were invited to register for the platform prior to the workshop, and then the administrator had to grant users' access since it was a closed course. Participants were encouraged to introduce themselves in the online forum prior to the course. The site has remained open during and following the course, and has the potential to continue serving as a space for participants to share materials and engage with one another. • It is a useful, complementary tool for the face-to-face training and great way to have all of the materials available in one place for participants and facilitators. It also worked well for the pre- and post-training surveys. • The discussion forum has potential, but must have an active moderator encouraging participation.[58]

4.7 ONLINE COURSE PACKAGING

For online courses, the course packaging is a separate step in which the course materials are adapted to fit an online format. Often trainers contract an external company to undertake the packaging. Working together with the external company is a significant amount of work for the trainer, which is why involvement of a consultant can be useful. Tasks include adapting the course content to text, speech

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[55] UN Women Training Centre. (2015, February). *Course Report: Online Moderated Course on Care Economy* (internal document).

[56] UN Women Training Centre. (2015, July). *Internal Evaluation Report: Online Moderated Course on Gender Equality at the Local Level in Latin America and the Caribbean: Democratic Governance and Inclusive Development* (internal document).

[57] UN Women Training Centre. (2015, July). *Internal Evaluation Report: Online Moderated Course on Gender Equality at the Local Level in Latin America and the Caribbean: Democratic Governance and Inclusive Development* (internal document).
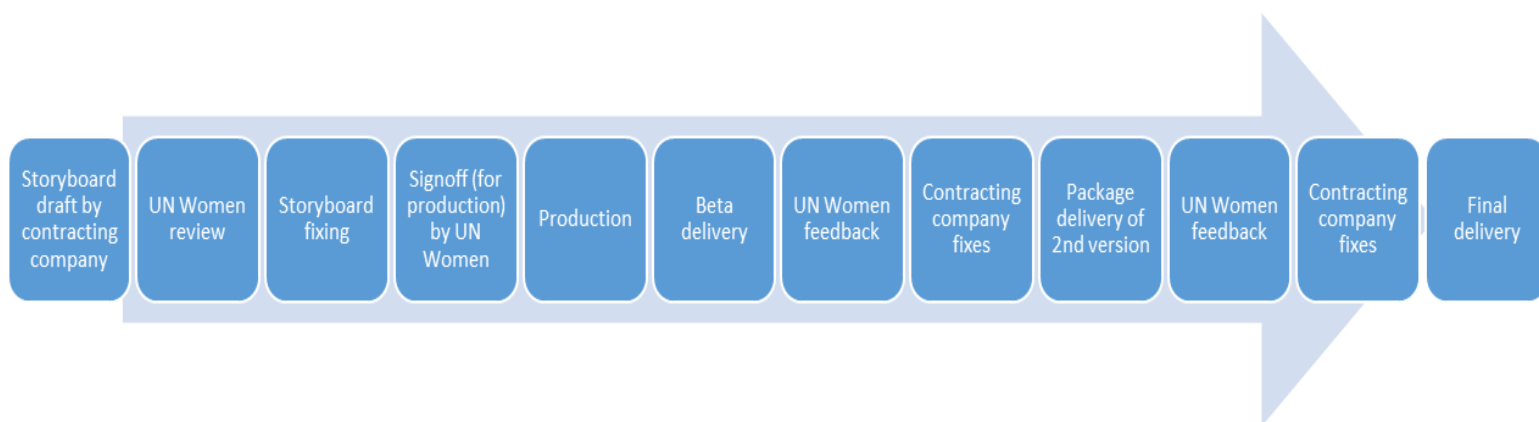
[58] UN Women Training Centre. (2015, March*). Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

and exercises and reviewing the work done by the external company. It is difficult to develop a realistic timeframe for online course packaging, as it varies quite a bit, however circa 3-months should be allocated for packaging a 1-hour module.

A key lesson learned from the development of the I Know Gender course has been that all Requests for Proposals (RFPs) for online course packaging should include a selection criteria related to experience designing e-learning courses for the UN system and demonstrable sensitivity to gender equality. These should be weighted in the selection process. Existing branding guidelines and other relevant guidelines need to be shared with the company at the very start of the process The company develops a storyboard explaining how they will take the content and package it into an online training. The packaging process, including revisions, is explained in the graphic below.

Throughout the packaging process it is essential to ensure that the imagery is gender-sensitive and appropriate for the text (see Box 27). The company must use imagery from open sources such as Flickr with creative commons licenses and duly credit in accordance with branding guidelines.

Storyboard draft by contracting company → UN Women review → Storyboard fixing → Signoff (for production) by UN Women → Production → Beta delivery → UN Women feedback → Contracting company fixes → Package delivery of 2nd version → UN Women feedback → Contracting company fixes → Final delivery

Box 28: Online Course Packaging – UN Women Training Centre Tips	
Emerging good practices in online and mobile training for gender equality	· Blending mobile technologies and internet platforms enables interaction and furthers inclusivity by reaching out to learners with limited access. · Using local libraries or community centres with internet access as sites to host training sessions. This overcomes individual access concerns and enables learners to work together with 'live' and archived materials. · Harnessing interactive social media tools to support training needs and learning experiences. · Keeping learners engaged by offering a certificate of completion after a training course.

	· Using a virtual game-style scenario, as the practical application of problem-solving involved therein can be effective in gender equality learning.[59]
Lessons learned from developing online courses	• It is important to finalize the audio script text before the packaging company proceeds to record the audio. This must be communicated to the agency responsible for content development as well. If possible, content should be frozen at the point that the agency signs off on the final version of the consultant's product. • To the extent possible, all functionality requirements should be determined up front when beginning the packaging process. • Technical aspects: -Coding must be clean. -All files must be SCORM compliant. Individual modules should be packaged in individual SCORM packages. -Additional files such as PDFs and videos should be optimized and made web-friendly. -Storyline may be preferable to Flash as software for designing future modules. • It continues to be difficult to determine realistic time frames for the design process.[60]

Box 29: Useful Resources for Training Development

UN Women Training Centre resources:

- **Reports from virtual dialogues on training for gender equality** – 2012- 2016
- Discussion and concrete tips on topics ranging from online learning and transformation to handling resistance.
- **Compendium of Good Practices in Training for Gender Equality** - April 2016
  Offers in-depth information on 10 different good practices, including detailed outlines of training courses, examples of dealing with challenges, and a collection of tools and activities.
- **Typology on Training for Gender Equality** - April 2016
  Contains an analysis and practical information on five different types of training for gender equality.
- **Feminist Pedagogies in Training for Gender Equality** - forthcoming 2017
  Contains both theory and practical information on how feminist pedagogical principles can guide training development.
- **Quality in Training for Gender Equality** - forthcoming 2017
  Reviews existing quality criteria and provides information on how to strengthen quality throughout the training cycle.

All of these resources and more can be found on the UN Women Training Centre eLearning Campus Resource Centre: https://trainingcentre.unwomen.org

Other resources:

UNITAR Learning and Training Wiki – UNITAR (March 2013) http://click4it.org/index.php/Toolkits Contains definitions and descriptions of diverse training methods.

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[59] UN Women Training Centre. (2015, February). "Virtual Dialogue: Online and Mobile Training" Report (internal document).

[60] UN Women Training Centre. (2015, May). "Lessons Learned from the Development of the Basic Gender Course" (internal document).

The OXFAM Gender Training Manual – Suzanne Williams, OXFAM (1994) Though only available in print, this manual includes a wealth of guidance and practical exercises.

Five Techniques to Design Interactive Online Training – Cindy Huggett http://www.slideshare.net/GoToTraining/5-techniques-to-design-an-effective-virtual-class Excellent practical information and tips on how to create interactive online training.

5. IMPLEMENTATION

OBJECTIVE
Ensure that the course is piloted, revised and rolled out to the target audience and that common implementation challenges are planned for and successfully addressed. Also plan for and address resistance.

5.1 TRAINING IMPLEMENTATION
The fifth step of the training cycle is to implement the training. As a crucial quality assurance mechanism, trainers are responsible for piloting and revising training before the course is considered finalized. Piloting a training course involves implementing it with an aim to gather feedback from training facilitators/moderators and participants in order to revise the materials to ensure that the final product is of high quality prior to full roll out. During training implementation, there are many common challenges to creating a transformative, participatory, inclusive and innovative training. It is important for trainers to take a moment to assess potential training challenges and design strategies to prevent or address them.

Box 30: Implementation – Checklist on Feminist Pedagogies[61]

Running the training
   ✔ How can the trainer assume the dual role of facilitator and learner by taking on the mantle of a feminist pedagogue?
   ✔ What preparation can be done by the trainer/s in advance of the training to construct a 'feminist classroom'? What kind of introduction to the training can best facilitate a feminist pedagogical learning environment?
   ✔ How can different understandings of gender and gender equality be articulated in the training scenario? How can participants' knowledge and experience of gender be validated whilst maintaining a commitment to feminist political principles and an over-arching agenda of transformation?
   ✔ How can deliberation and contestation be managed effectively to harness resistances towards change and transformation? How can power dynamics be addressed in the training scenario in a way that respects difference and challenges privilege?

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[61] UN Women Training Centre. (2017). *Feminist Pedagogies in Training for Gender Equality.* Working Paper Series.

5.2 PILOTING AND REVISION

The pilot is the process of implementing the training in order to test it with a target audience. The pilot participants should represent the diversity of the target audience who are typically taking the course. As the pilot group ideally has not had any involvement in the design or development of the course, it can offer a fresh perspective. Every course should be piloted before finalizing. Piloting can be done internally with the organization's personnel or externally with the target audience. Internal piloting is often done for self-paced or moderated online courses, where the feedback is not only on content and methodology but also on technical aspects such as identifying glitches or errors. This can also be called validation. External piloting is much like implementing the training course for the first time – it can be done face-to-face or online with participants from around the globe. The difference between external piloting of a course and implementing a final training course is that additional monitoring and evaluation measures are undertaken as part of the pilot, and time is designated for course revision based on the piloting feedback.

The aim of piloting is the testing/assessing of several elements of the training course including content, methodology, learning modality and logistics to see whether or not they achieve the learning outcomes and fulfil the quality assurance criteria.

There are various assessment methods that can be used for piloting in addition to standard monitoring and evaluation methods, see section 2.2 and 6.2. These include:

- Detailed questionnaires focusing on the quality assurance criteria and learning outcomes, this can include written assessment of each learning module.

- Training observers, including organization personnel or external experts whose role is to assess the course.

- More frequent monitoring exercises throughout the course.

A lesson learned from the UN Women Training Centre is that trainers should design a feedback form for internal or external piloting in order to gather and consolidate feedback to facilitate the revision process. For an example of an internal piloting feedback form. Different questionnaire forms can be designed for training participants, facilitators and observers. Another lesson learned is that it can be useful for project managers and course developers, whether consultants or personnel, to participate in the piloting and post-piloting revision process.

Based on the feedback from the piloting, the course should be revised. However, it should be noted that piloting has its limits, i.e., feedback can only be incorporated that falls within the given scope and learning outcomes of the course. It is the responsibility of the trainer to review and decide which feedback should be addressed in the revision process. The trainer or consultant who developed the course is the ideal person to then make the changes to the course content, methods and materials.

5.3 COMMON IMPLEMENTATION CHALLENGES AND SOLUTIONS

There are always things that go wrong during training implementation, from technological difficulties and late participants to contentious discussions and running overtime with interactive exercises. The trick is to plan ahead, test in advance, and stay flexible and creative.

Before implementing the training, quickly review key training elements and think about what could go wrong and what actions can be taken to mitigate it. Key training elements to keep in mind include:

- **Logistics**: transport, coffee/tea breaks and lunches on time...
- **Interactive exercises**: enough time and physical space, clear instructions, power imbalance...

- **Content and examples**: culturally/institutionally relevant, understandable language, realistic timing...
- **Technology**: PPT projector, backup laptop, passwords for access...
- **Training materials**: back-up materials such as more handouts, flipcharts, pens and tape available...
- **Interpretation**: headsets that work, arrangements for interpretation during small group exercises...

If you have time, a risk mitigation template could be useful to fill out:

Box 31: Risk Mitigation Plan			
Risk	Likelihood	Impact	Mitigation Strategy
Running out of time	High	Medium	- Review training modules with the learning outcomes in mind and cut anything that isn't necessary and shorten where possible. Resist the temptation to cut down on the interactive exercises but rather cut from presentation time. - Mention under ground rules that there will be some flexibility in the timing of the sessions. - Plan in extra cushions of time in the training module for a late start, extra discussion or other needs to catch up on time. - Review training module and see what can be shortened, adjusted or cut in case you run out of time during delivery. For instance, small group feedback through plenary discussion rather than individual group presentations. - Adjust the schedule of the next day removing less important sessions or parts of session. - Add longer breaks and lunch times in the schedule that can be shorted as a worst-case scenario.

Power imbalances, where one or several people dominate discussions and working groups, are inevitable. These power imbalances are often gendered, with men generally speaking more than women. It is important for the trainer to be aware of who is and who isn't speaking, in order to create a space for everyone to participate. Various steps can be taken to create an open and participatory learning environment:[62]

- Clearly establish participation and listening to others as part of the ground rules of the training. Refer back to the ground rules if necessary.
- Include an activity at the very start of the training where everyone speaks (a go-round or round-robin), people tend to participate more if they have already spoken once.

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[62] Adapted from: Suzanne Williams, Janet Seed and Adelina Mwau, *The Oxfam Gender Training Manual* (Oxford: Oxfam, 1994), 31. Cited in Kristin Valasek and Agneta M. Johannsen, "Guide to Integrating Gender in SSR Training", *Gender and Security Sector Reform Training Resource Packag*e, edited by Megan Bastick and Kristin Valasek (Geneva: DCAF, 2009) p17. http://www.dcaf.ch/Publications/Guide-to-Integrating-Gender-in-SSR-Training

- Draw people out by asking someone from the other side of the room to respond, calling on specific people, asking for someone that hasn't made a comment yet, or giving each trainee a limited number of chances to participate (one to three).
- Divide into small groups to discuss and report back. Ensure small groups include a mix of women and men, or do some exercises with all-male and all-female groups and discuss any differences of perspective.
- If someone is constantly interrupting others it can be useful to use a "talking stick" or another object that is passed around; only people holding the object can speak. No interruptions are allowed.

Another common challenge is coordination of tasks and delegation of responsibilities if multiple internal and external training facilitators are involved. A lesson learned from the UN Women Training Centre is to ask for all facilitators to share their training materials a minimum one-month before the training takes place in order to review to eliminate duplication, ensure realistic timeframes and good sequencing. This also gives time for training facilitators to revise their materials if needed. A face-to-face or virtual meeting can be held at that time to go through the entire training with all the facilitators. It is also a good practice to plan for all training facilitators to arrive at least two full working days in advance of the training in order to have time for coordination, set-up and any necessary revision. A useful tool can be a more detailed version of the training agenda that includes additional tasks and responsibilities, see Annex 5 for an example.

5.4 ADDRESSING RESISTANCE

When it comes to training for gender equality, a common challenge is resistance to the topic of gender equality and women's empowerment. Techniques to overcoming resistance include providing clear facts, figures and examples, which are as close as possible to the participants' realities. Additional tips on how to address resistance include:

- Trainers should listen carefully to participants' objections and ask questions to ascertain where the problem lies. When institutional or process-related elements like a lack of resources are at play, participants could be invited to find solutions together in group discussions.
- It is helpful to make resistances visible and investigate their causes so as to find solutions. This contributes to the effectiveness of gender training and the wider gender mainstreaming strategy.
- Training needs to focus on the core business of the institution commissioning the training. Trainers must be knowledgeable about the sector they are dealing with.
- Time should be spent on gender analysis rather than solely on tools and procedures to mainstream gender. Training is not just about the mechanics of doing gender, but the politics of doing gender and the understanding of social relations.
- Trainers must allow for debate on gender concepts, even in short training sessions. This is critical as universal standards of gender equality have mean little in the real world. One way to address gender subjectivity is to hold structured feedback sessions and ask resistant participants to lead discussions.
- We must capitalize on what we already know; thus repositories of information on training and development, particularly those concerning women, are vital.
- Training initiatives must be linked to a broader process for transformation.
- There is a need to strengthen the theoretical basis for trainers.
- We should focus on the importance of participation in discussions and decision-making spaces.
- Approaches to resistances should entail providing safe space for dialogue and sharing points of view.
- We must search for common ground, e.g. by identifying mutual long-term benefits and/interests.

- It is useful to include the participation of male leaders in training initiatives.
- Moral and emotional support should be provided for the process of self-examination and reflection.
- Building mechanisms of collective learning and support, e.g. alliances, as well as mechanisms of accountability, are important.
- Dealing with resistances requires sincerity and honesty about losing power and privileges.
- Empathy and compassion are significant in helping to overcome resistance.

Box 32: Training Implementation – UN Women Training Centre Tips	
Online course piloting	A list of potential pilot testers was compiled, including those involved in the peer review process, development of modules, and internal staff. Since time was of the essence, a smaller group was selected to pilot test the course when it was activated on the eLearning campus. A standard matrix was used to record changes needed, and these were relayed to the company, which helped to fix errors during the initial pilot phase.[63]
Online course challenges with participant tasking and timing	In our moderated online course, several participants fell behind in their tasks and required encouragement and close follow up. There are three potential reasons for this: 1. The course workload was higher than planned, and should be raised from thirty to forty hours (five hours a week). 2. Participants' external workload, as a majority were full time professionals or students, or had caring responsibilities. 3. Poor planning of the work and poor participant usage of an online tool to automatically check progress towards completion of the course. The lack of participants taking ownership of their learning process led to the training moderators and coordinators taking on the unplanned, extensive and tiring role of constant follow-up with participants. Recommend the introduction of a mandatory self-checking tool to be used by participants to plan their own course completion.[64]
Allocating working groups in multi-lingual training	One challenge was figuring out how to manage group work due to language differences. For some activities, we decided it was easiest to separate participants into groups according to shared language; for example, when they were required to collaborate to prepare and facilitate an activity for the rest of the group. For other activities, we asked participants to intermingle with others they had not worked with before, and were sure to assign a bilingual participant or facilitator to assist with inter-group communication. By day 3, participants were quite familiar with one another and could quickly identify who was bilingual and how to overcome language challenges. However, it may be worthwhile considering the merits of having fixed working groups, as per the suggestion of one participant. This arrangement would enable group activities to be

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[63] UN Women Training Centre. (2015, May). "Lessons Learned from the Development of the Basic Gender Course" (internal document).

[64] UN Women Training Centre. (2015, July). *Internal Evaluation Report: Online Moderated Course on Gender Equality at the Local Level in Latin America and the Caribbean: Democratic Governance and Inclusive Development* (internal document).

	designed to build on previous work day by day, and also to go deeper into the issues, which was a common suggestion among participants. Other kinds of activities can be chosen to make sure that participants intermingle with those from other groups, such as plenary discussions or an open space activity.[65]
Addressing power imbalances	As is common in any group, there were some challenges in terms of bridging the range of social and political positions and roles. Some power imbalances were also apparent in the small group work. To the best of our ability, facilitators tried to manage this by encouraging groups to rotate who would report back on the group work and/or by assigning roles and responsibilities to every single member of the group. A good practice was creating a peer review group composed of participants with more experience in training, which was in charge of reviewing their peers' practice facilitation of activities.[66]

Box 33: Useful Resources on Training Implementation

Virtual Dialogue Report: Resistances in training for gender equality – UN Women Training Centre (6-13 May 2015) Provides a summary of the causes of resistance as well as practical tips on how to address it in gender training.

Guide to Integrating Gender in Security Sector Reform Training – Agneta M. Johannsen and Kristin Valasek, DCAF (2009) http://www.dcaf.ch/Publications/Guide-to-Integrating-Gender-in-SSR-Training Contains guidance on gender training implementation, including how to respond to resistance and power imbalances.

6. EVALUATION

OBJECTIVE
Measuring whether or not learning outcomes and quality assurance criteria have been met, as well as participant satisfaction, learning curve and performance of the trainer.

6.1 TRAINING EVALUATION
The sixth and final step of the training cycle is training evaluation. According to UN Women, a gender-responsive evaluation is "a systematic and impartial assessment that provides credible and reliable evidence-based information about the extent to which an intervention has resulted in progress (or the lack thereof) towards intended and/or unintended results regarding gender equality and the empowerment of women. As a process itself, evaluation is also a means to enhance gender equality and the empowerment of women through the incorporation of gender and women's rights dimensions into evaluation approaches, methods, processes and use. Accordingly, not only does evaluation act as an important driver of positive change towards gender equality and the empowerment of women, but the way in which the evaluation process itself is undertaken empowers the stakeholders involved."[67]

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[65] UN Women Training Centre. (2015, March). *Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

[66] UN Women Training Centre. (2015, March). *Internal Report: Training of Trainers: Gender, Migration, Development: A Matter of Rights* (internal Document).

[67] UN Women. (2012, November)."Evaluation policy of the United Nations Entity for Gender Equality and the Empowerment of Women", Second regular session, paragraph 6, p.4. New York: UN,.

Training evaluation is the final quality assurance mechanism. The aim is to assess whether or not the quality assurance criteria have been met. The evaluation process also serves to identify good practices, lessons learned and follow-up activities. The UN Women Training Centre has an interactive and participatory approach in the evaluation of its courses. Their personnel, training facilitators and course participants are all part of the evaluation of training for gender equality. In cases where the courses are developed in collaboration with other civil society, academic or UN institutions, the implementing and collaboration partners also need to be actively involved during the evaluation phase.

There are many different evaluation methods and sources of information that can be used. In addition to the basic quantitative data, the UN Women Training Centre follows the four-stage Kirkpatrick model of training evaluation: reaction, learning, behavior and results. The trainer is responsible for the implementation, analysis and documentation of the training monitoring and evaluation (M&E) strategy that is drafted as part of the design phase, see section 2.2. The trainer can also draw upon the support of a monitoring and evaluation expert, in particular for the data analysis. The trainer is also responsible for ensuring that the feedback is not only documented in the form of a training evaluation report, but that follow-up activities with participants are implemented and relevant changes are made to the training content, methods and materials before it is next delivered.

Box 34: Evaluation – Checklist on Feminist Pedagogies[68]

Monitoring, evaluation and follow-up
   ✓ What evaluation processes are best suited to measuring how training contributes to feminist outcomes? What kinds of evaluation criteria best match the four principles of feminist pedagogies?
   ✓ What kinds of follow up activities are required to support participants to implement the expected changes? How can communities of learners be created and supported to encourage the implementation of institutional change?
   ✓ How can feminist pedagogical practices be developed and documented in a collective and reflexive manner? How can the process of documenting such practices be inclusive of practitioners from a range of backgrounds?

6.2 EVALUATION METHODS

There are a variety of evaluation methods that can be used to measure the success of trainings for gender equality according to the quality assurance criteria. They include quantitative and qualitative methods such as questionnaires, interviews and observation. There are also many different sources of information, ranging from the training participants themselves to their managers and stakeholders as well as the training facilitators. Trainers should employ multiple different evaluation methods including quantitative and qualitative methods in the short, medium and long-term in order to ensure a comprehensive evaluation.

Ensuring baseline information and data disaggregated by sex and diversity is absolutely essential to the entire evaluation process. Therefore, all evaluation methods must be linked directly to the pre-training course registration form or pre-training questionnaire, surveys and tests, see section 1.3 on learning needs assessment.

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[68] UN Women Training Centre. (2017). *Feminist Pedagogies in Training for Gender Equality*. Working Paper Series.

The UN Women Training Centre frequently needs to report to other UN agencies and donors on data related to number and demography of training participants and their completion rates. There are three key tools to gather this data, some of which is also used in the evaluation of the communication strategy outlined in section 3.2:

- **Tool 1: Course registration forms/pre-training questionnaire** are most often uploaded to the online learning platform which enables quicker participant registration and collation and analysis of data. The course registration form can include learning needs assessment questions or a separate pre-training questionnaire can be administered once the registration is completed. For an example of a pre-training questionnaire, please see Annex 3. The course registration form can also gather information on how the participant heard about the course and demographic information including sex, age, country of origin, professional affiliation, language, academic background, as well as detailed questions relevant for UN personnel including agency, duty station, etc. This demographic information is also useful in order to add another layer of analysis to many of the evaluation methods described below.

- **Tool 2: Website Analytics tools** (i.e. Google Analytics, FoxMetrics, Clicky, etc.) to measure the number and type of hits, sessions and users of the online learning platform, including the community of practices, as well as downloads of training related documents.

- **Tool 3: Open-source software learning management systems** (i.e. Moodle, ATutor, Blackboard, etc.) for online learning and serve as online databases to collate and analyze data, including from the course registration forms and other information generated from online training courses such as the completion rates of participants.

The UN Women Training Centre also uses the Kirkpatrick training evaluation model that identifies four different stages of training impact/effect: reaction, learning, behavior and reaction.[69] These four stages build upon each other and are therefore often chronologically sequenced. Based on this model, the UN Women Training Centre has developed specific evaluation and data collection tools.

1. Reaction – the immediate reaction of the participants

The first stage of training evaluation entails the collection of information on the participants' opinions of the training. This includes what they thought about the training facilitators, content, exercises, materials, venue, catering, accommodation, etc. This is important in order to gather lessons learned and make improvements to future courses. The evaluation of these reactions is usually performed right after the training session or course.[70] Common methods include questionnaires as well as group exercises or discussions, see section 2.2 for monitoring exercises. In addition to participants, training facilitators can also contribute their observations regarding the immediate reaction of the participants.

- **Tool 4: Participant feedback survey**
  This is a standardized written questionnaire including open and closed-ended questions that all training participants should answer. It can either be uploaded to the eLearning Campus – which allows for easier collation and faster data analysis – or filled out in hardcopy before the end of

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[69] Kirkpatrick Partners: http://www.kirkpatrickpartners.com/OurPhilosophy/tabid/66/

[70] Toiko Tõnisson Kleppe. (2008). "Gender Training for Security Sector Personnel – good practices and lessons learned." Gender and Security Sector Reform Toolkit, p.14. Eds. Megan Bastick and Kristin Valasek. Geneva: DCAF.

the training. By using the same standard questions, with certain modifications for each training course, it allows the UN Women Training Centre to gather comparable data and ratings for different iterations of the same course as well as different training courses and learning modalities.

- **Tool 5: Training facilitator survey**
  This is a standardized written questionnaire including open and closed-ended questions that all training facilitators, including training moderators, should answer. Though it is possible to upload it to the eLearning Campus it is most often filled out in hardcopy. See Annex 6 for the template training facilitator survey.

2. **Learning**

The second stage of training evaluation involves collecting information on whether or not the participants have learned the specific knowledge, skills and attitudes that were set out in the learning outcomes. In order to evaluate this, baseline data regarding participant's knowledge, skills and attitudes is needed. They can be gathered in the learning needs assessment process, see section 1.3, including through a pre-training questionnaire and any knowledge, skills and attitudes tests. In order to have comparable data, exactly the same questions need to be included in the pre- and post-training tests and questionnaires.

- **Tool 6: Tests**
  Tests designed to assess specific knowledge, skills and attitudes in the learning outcomes can be given to participants before and after the training to assess learning. Tests can be distributed in hardcopy or online as part of face-to-face, blended, moderated or self-paced online training. Though tests are often administered in written format it is possible for them to be administered verbally. For certain UN Women Training Centre courses, the Gender Equitable Men (GEM) scale has been used as a pre- and post-training test to measure changes in attitudes.

- **Tool 7: Exercises**
  Exercises designed to practice and evaluate certain knowledge, skills and attitudes can be incorporated into face-to-face and online training. Training developers can design these exercises with the learning outcomes in mind and set a few simple criteria to evaluate successful completion of the exercise. There is an endless number of different exercises that can be used, from group or individual presentations, debates, essays and podcasts to collages, advertisements and active-listening exercises. However, exercises can only be used as an evaluation tool if clear criteria for assessment are set, communicated to participants, used to evaluate the exercises and then recorded.

- **Tool 8: Learning curve**
  More a method of data analysis than an evaluation tool, trainers can plot self-assessed and externally-assessed learning curves through analyzing data from the course registration form (Tool 1) in comparison to the participant feedback survey (Tool 4) and pre- and post- training tests (Tool 6). For instance, the course registration form can ask participants to rate themselves on a scale of 1-5 regarding their own level of knowledge and skills or include an attitude-related question. The same questions (or similar – but if the question is different there is a higher risk of bias in the learning curve) are then repeated in the participant feedback survey and a graph is plotted to track the learning curve.

3. Behavior

The third stage of training evaluation involves collecting information on whether the participants have been able to apply the knowledge, skills and attitudes they have learned. This effectively means trying to measure changes in the behavior of participants that can be linked to the training. In order to measure change, a baseline is needed. Behavioral changes are notoriously difficult to measure and even harder to prove causality with the training as the factor that triggered the change. In addition, behavioral changes generally only occur if conditions are favorable, so even if effective learning took place it is also necessary for the organizational culture and direct supervisor(s) to support, recognize and potentially even reward these behavioral changes. Often, attempts to measure behavioral change rely on self-assessment and take place two-six months after the training. Participant observation, questionnaires filled out by the managers or stakeholders/beneficiaries, or documented results for instance in the form of personnel appraisals or external project evaluation reports are more reliable sources of information on behavioral change. However, perhaps the simplest way would be to design a questionnaire for a survey or interview of participants, their managers or stakeholders/beneficiaries.

4. Results

The final stage of training evaluation focuses on measuring the impact, i.e. what the results have been when participants applied their learned knowledge, skills and attitudes. The difficulty once again is in proving the causality linking the impact back to the specific training rather than other numerous and changing factors. It is also time-consuming and costly to try to document the impact of a training, as the focus is on how the training over time has led to a much larger outcome such as reduced rates in sexual harassment or gender-sensitive migration policies. The utility of attempting the third and fourth stages of training evaluation is highly contested. However, the UN Women Training Centre is in the process of piloting its adaption of this tool:

- **Tool 9: Most significant change**
  Instead of an impact analysis, the Most Significant Change (MSC) method seeks to document qualitative stories of change and long-term impact by the training stakeholders.[71] In one variation of this method, a MSC workshop can be held circa six months to a year after the training which gives training participants and other stakeholders such as managers or beneficiaries a venue to share stories of positive changes that have occurred which they themselves link back to the training. At the end of the workshop, the workshop participants vote to determine which story of change is the "Most Significant".

6.3 EVALUATION REPORT
The trainer in collaboration with monitoring and evaluation personnel is responsible for gathering and analyzing all of the information in the previously reviewed evaluation methods. The trainer is then responsible for drafting the training evaluation report. The trainer should also extract and document the new lessons learned in the report.

6.4 FOLLOW-UP OF TRAINING
Once the training has been completed and evaluated, it is important to ensure that follow-up is done with the training participants and that the lessons learned from the training are not lost but documented and acted upon. Providing ongoing support to former training participants is absolutely pivotal even though it is often under-prioritized and under-resourced – see section 2.2 for suggested follow up

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[71] Davies, Rick and Jess Dart, (2005, April). *The 'Most Significant Change' (MSC) Technique: A Guide to Its Use.*

actions. It is therefore important for trainers to properly plan and budget in follow-up activities, including for six-months to a year after the training course.

The trainer is also responsible for ensuring that the good practices and lessons learned from the delivery and evaluation of the training are not only documented, but acted upon in the design, development and implementation of future courses. Ideally, the changes needed are documented in the evaluation report and the revisions are made directly to the training content, methods and materials as the lessons learned remain fresh in people's minds. What is more common is that the lessons learned are documented but then not addressed until a few months before the training is delivered again. Though not ideal, it is still important that these changes are actually made before the next delivery of the training.

Box 35: Evaluation and Follow-Up – UN Women Training Centre Tips	
Action plans as a means for evaluation and follow-up	• Establish a mechanism to document and report back on their action plan implementation, sharing stories of progress, challenges and lessons with other participants. • Develop a strategy to use these stories in internal advocacy for organizational change on pressing issues relating to gender, oppression and violence.[72]
Evaluation methods and follow-up actions	**Online satisfaction questionnaire**: As the workshop drew to a close, participants were asked to complete an online satisfaction questionnaire. Participants were given instructions as to how to access the evaluation on the e-Learning Campus, and then left to quietly complete it. There were a few challenges to doing the questionnaire online. Wi-Fi coverage was not sufficient for all users to connect at the same time. One of the questions was incomplete on the online version and at least one user could not remember the password and so could not access the platform to complete the questionnaire. Nonetheless, it is a good practice to have participants complete this questionnaire during the training itself, rather than after they leave. **End of workshop testimonies**: In the final session of the week-long ToT, participants were invited to share their thoughts and feelings on their experience. This turned out to be quite emotional for some, who shared feelings of commitment to sharing what they had learned, empowerment for having connected with other participants, renewed strength to keep "fighting the good fight." By this point, the facilitators were exhausted and unfortunately did not take notes on their testimonies – a lesson learned for the future. **Participant interviews:** For the future, it would be good if someone (other than the facilitators) could conduct interviews during the training with some participants on questions prepared prior to the training with facilitators. **Facilitator interview**: All facilitators were asked to complete the UN Women Training Centre evaluation interview with training facilitators. Their written responses were used as inputs for the elaboration of the evaluation report. **Follow up**: It is recommended that the UN Women Training Centre consider conducting interviews of some ToT participants in the medium term, and to follow up with all participants regarding if and how they have applied what they have

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[72] UN Women Training Centre. (2014, October). "Reflection Note - Looking within: understanding masculinities and violence against women and girls" (Internal Document).

	learned after one year. Many participants have already begun sharing their plans for replicating the training in their respective contexts.[73]
Recommendations for improved training evaluation	**1. Action plans**: Ask participants to develop personal actions plan during the last day of training on what they will do when they get back to work. This is a way to hold participants accountable in follow up training and to identify the support needed to overcome further challenges. **2. Comprehensive capacity building**: Move beyond traditional isolated training activities towards combining training activities as one element of a larger programme or capacity development-knowledge sharing process. In this kind of process, an evaluation methodology such as the **Most Significant Change** technique may be appropriate. This technique allows training participants themselves to determine the kind of changes that should be measured, rather than working with pre-defined indicators, and supports participants to collect and systematically select significant change stories emanating from the project/programme and discuss the value of change. **3. Power analysis:** Systematically engage with analysis of power. Evaluation of training for gender equality should engage more substantively with the power dimensions involved in the training process. Additionally, evaluation processes need to be linked more systematically to theories of change and transformation, at both the individual and institutional level.[74]
Community of practice and quality standards	Some of the actions and strategies for moving these aspects of accountability toward quality criteria or competencies included: awards, continuing education programmes, non-credit certificates, peer review systems, the fostering of multiple communities of practice (not just online); long term funding to decrease competition and foster community sharing; accreditation or certifications; panels on gender training in strategic conferences; and a combination of methods of assessment and feedback. Reflection and feedback loops were envisioned as part of the process and as methods to create community and a space for acknowledging the work.[75]
Challenges in evaluating training for gender equality and need to include outcomes on personal growth	Due to the nature of training for gender equality as a long-term, transformative process, it is hard to attribute a change in attitudes or knowledge to one specific training; furthermore, such changes are incremental, and therefore might not be immediately visible after a single training. Finally, as noted above, the outcomes that participants took away from the training often do not align with the objectives of the trainings. Evaluations of trainings that focus on the stated outcomes while ignoring factors like participant personal growth, are failing to accurately capture the outcomes of training. "New approaches to training for gender equality: UNWTC" SIPA Final Report Spring 2014
Challenges of implementation on-the-job and the need for gender analysis skills	In their organizations, participants reported difficulty in the implementing changes they would have liked to, due to tight work schedules and insufficient skills. One key informant interview noted that for gender training to have a transformative and measurable impact, it must be aligned at all levels of the organization, it must be included in the employees' job description, it must inform the daily work of employees, it must be included in the organization's strategic plan, it must be

[73] UN Women Training Centre. (2015, March). Internal Report: "Training of Trainers" Gender, Migration, Development: A Matter of Rights" (internal document).

[74] UN Women Training Centre. (2015, February). "Virtual Dialogue: Online and Mobile Training" Report (internal document).

[75] UN Women Training Centre. (2013, September). "Training for Gender Equality Expert Group Report on the First Expert Group Meeting (internal document).

	included in the organization's official commitments and responsibilities, and it must be backed up by resources. Another key informant noted that one way to mitigate this difficulty is including gender analysis in gender trainings. Gender analysis will enable trainees to develop the analytical skills necessary to help mainstream gender equality into their work. Individuals will be able to use training for gender equality and gender analysis skills from day-to-day in their jobs, helping to mainstream gender at all levels of the organization.[76]

Box 36: Useful Resources on Training Evaluation

UN Women Training Centre resources:
- **Virtual Dialogue Report: Evaluation of Training for Gender Equality** – UN Women Training Centre (1-19 July 2013)
  Provides a summary of evaluation methods, good practices, examples and recommendations.
- **Tool for Evaluating Training for Gender Equality** - forthcoming 2017
  Practical guide to comprehensive evaluation of training for gender equality.
- **Quality in Training for Gender Equality** - forthcoming 2017
  Reviews existing quality criteria and provides information on how to strengthen quality throughout the training cycle.

All of these resources and more can be found on the UN Women Training Centre eLearning Campus Resource Centre: https://trainingcentre.unwomen.org

Other resources:
- *Gender Training for the Security Sector: Lessons Identified and Practical Resources* – Analee Pepper, DCAF (2013) http://www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector-Lessons-identified-and-practical-resources Contains valuable lessons learned, tips and resources for gender training evaluation.
- *Gender Training for Security Sector Personnel – good practices and lessons learned* - Toiko Tõnisson Kleppe, DCAF, OSCE/ODIHR, UN-INSTRAW (2008)
  Contains a section on evaluation of gender training following the Kirkpatrick model and including examples.
- *The Most Significant Change Technique: A Guide to its Use* – Rick Davies and Jess Dart (April 2005) http://www.mande.co.uk/docs/MSCGuide.pdf
  A practical and straightforward guide to using this evaluation method.

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[76] Columbia School of International and Public Affairs. (2014, Spring). "New approaches to training for gender equality: UN Women Training Centre" (Internal Document).

ANNEX SECTION

Annex 1: Course Calendar (example from 2016) & Catalogue

ALL YEAR

Aid Effectiveness from a Gender Perspective

Learning Modality: Self-paced

Language: English, Spanish and French

I Know Gender: An Introduction to Gender Equality for UN staff

Learning Modality: Self-paced

Language: English, French and Spanish

Gender Equality, UN Coherence and You

Learning Modality: Self-paced

Language: English and French

Security Sector Reform (SSR: Rights and Needs of Women in Prisons

Learning Modality: Self-paced

Language: English, French and Spanish (Arabic coming soon)

Security Sector Reform (SSR): Rights & Needs of Women in Border Management

Learning Modality: Self-paced

Language: English, French and Spanish (Arabic coming soon)

How to Manage Gender Responsive Evaluation

Learning Modality: Self-paced

Language: English

Gender in Humanitarian Action: Different Needs – Equal Opportunities

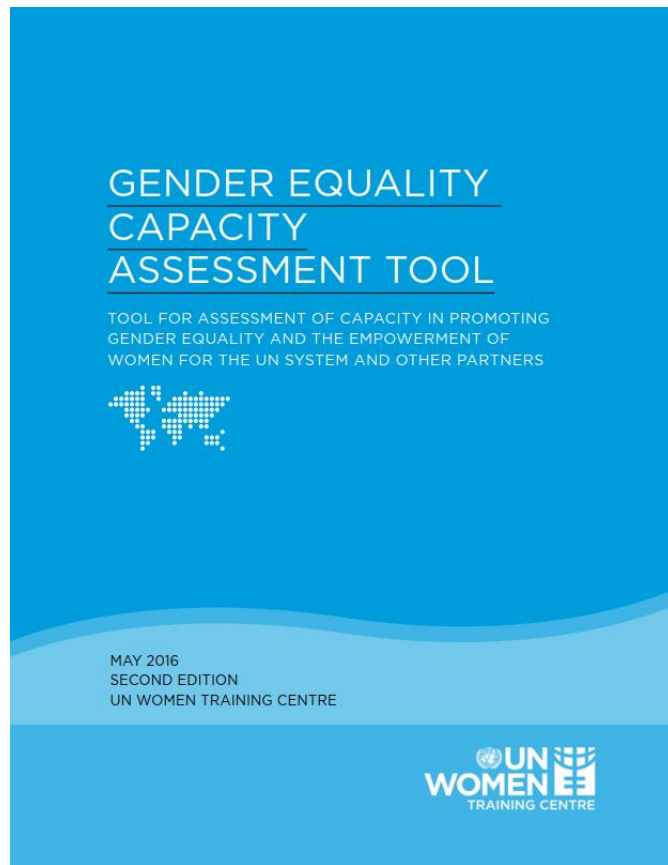**Learning Modality:** Self-paced

Language: English, French and Spanish

For 2016 catalogue please visit:

https://trainingcentre.unwomen.org/pluginfile.php/72/mod_data/content/19018/TC-Ctalaogue-EN-2016-30p.pdf

Annex 2: Sample of Capacity Assessment Tool

Available at:
https://trainingcentre.unwomen.org/draftfile.php/11255/user/draft/179584689/2_Manual_Gender_Equality_Capacity_EN.pdf

[Course Title]
Concept Note

COURSE DESCRIPTION

1. Background and rationale (Articulation with UN Women Priorities-Justification/Background/Rationale-Added value of this course compared with other existing courses)
2. Objective of the course
3. Audience
4. Course description (Format-modules, etc.)
5. Length of course (hours, days, etc.)

PRODUCTION OF THE COURSE PROCESS

1. Partners
2. Ownership of course
3. Timeline for course design
4. Resources (funding, Human, IT, other)
5. Monitoring and evaluation (How will we know what has been learned/achieved?/How will we follow up?)

Annex 3: Template TOR's for Consultants
Terms of Reference

Location	
Application Deadline	
Post Level	
Languages Required	
Start Date	
Expected Duration of Assignment	

BACKGROUND AND JUSTIFICATION

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.

The UN Women Training Centre (TC) in Santo Domingo is envisioned to become the UN leading centre of excellence in training for gender equality. The UN Women TC offers training for gender equality and women's empowerment to staff from UN Women and other UN agencies, as well as to government, civil society and partners. The gender capacity-development programmes range from basic and introductory levels to specialized and advanced levels, aimed at diverse audiences with different backgrounds. In terms of capacity-development strategies and techniques, the TC makes maximum use of on-line training techniques, paying special attention to e-learning courses and an active learning approach.

OBJECTIVE OF THE CONSULTANCY

The objective of this consultancy is xxx

RESPONSIBILITIES

Under the supervision of the Training Associate, the consultant will be responsible for the following deliverables:

Output	Activity	Date

COMPETENCIES

- Suitable candidates must demonstrate that they possess the following set of competences:
- Excellent level of conceptual and analytical capacity. Ability to work in a multicultural environment and in a team.
- Demonstrated organizational skills and ability to establish priorities and work independently.
- Ability to write in a clear and concise manner and to communicate effectively orally.
- Demonstrates use of initiative and ability to make appropriate linkages in work requirements.
- Openness to change and ability to receive/integrate feedback.
- Meets deadlines for delivery of products or services.
- Able to work virtually, using communication technologies.

- Strong interpersonal skills.
- Proven skills in desktop computer software such as Microsoft Word, Excel and Power Point.

REQUIRMENTS

Education

Master degree, preferably in Development Economics, Public Policy, or similar areas and Gender studies.

Work Experience

- Minimum of 5 years of relevant experience in the field of gender-responsive budgeting and planning and in UN.
- Minimum of 5 years of relevant experience in the field of training for adults, capacity building, and transformative education
- Work experience in knowledge management and capacity development projects
- Experience in facilitating participatory, interactive, multi-cultural training for adults
- Work experience in coordinating participatory processes
- Experience working with civil society, NGOs and other development and cooperation organizations at national level

LANGUAGES

Excellent command of written and spoken English. Working knowledge of French and/or Spanish is an asset.

DURATION OF SERVICE

This is a XXX-month consultancy, beginning on XXX and end on XXX.

RENUMERATION

The consultant will be paid a total sum of XXX per month. [Note: payment terms may vary]

        Date: _____

Annex 4: Different Evaluation Methods

Tool	Collecting what?	Collecting how?	Input by whom?	Managed by whom?	When?	Archived where?	Pilot course?
Learner profile	Demographic data about participants	Registration form	Participants	Administrative support	Before	UNW TC registrar	All
Knowledge/ attitude/ skills test	Level of gender knowledge/ attitude and skills	Online Quiz	Participants	Facilitator, Programme manager/ evaluation specialist	Before and after	Quiz software? UNW TC	Masculinities
Observation	Behavior and interaction of participants	Through observation by facilitator	Facilitator	Facilitator	During	Training documents	tbd
End- of training evaluation	Satisfaction and implementation plans	Survey monkey	Participants	Facilitator	After	Survey monkey	Self-paced course; masculinities
In depth facilitator interview	Qualitative data and feedback by facilitator or responsible partner	Word document/ sent through email	Facilitator	Programme manager	After	UNW TC	Masculinities
Most significant Change	Individual narratives about social change	Story telling	Participants (ask facilitator to select)	Programme manager/ evaluation specialist	Longer after	UNW TC	Masculinities
Trace tracking (Media Analysis)	Traces (reports, policies, advocacy campaigns etc.)	Document review, media analysis etc.	Secondary sources	Programme manager/ evaluation specialist	Longer after	UNW TC	tbd
Impact evaluation	Long term changes that can be attributed to the intervention	Impact evaluation survey, interviews	participants	Programme manager/ evaluation specialist	Longer after	UNWTC	tbd

Workshop & Conference Checklist. Detailed Version

The following checklist is meant to serve as a helpful guide for workshops, conferences or meetings. It is recommended that this process be started approximately 2 months prior to the preferred workshop/meeting/conference dates.

1. **Initial Documentation Preparation**

- ☐ Concept Note, Agenda and Invitation Letter to be drafted
- ☐ Ministry of Foreign Affairs endorsement to be sought (especially if workshop is held out of country)
- ☐ Prepare a draft budget to include
- ☐ airfares
- ☐ DSA
- ☐ venue costs
- ☐ equipment
- ☐ stationery
- ☐ CDs (printing of labels)
- ☐ bags
- ☐ banner
- ☐ transportation
- ☐ consultancy fees
- ☐ contingency funds (internet, photographer, transportation, phone calls & faxes, printing/photocopies, misc.)
- ☐ photography
- ☐ video shooting
- ☐ computers
- ☐ courier (transporting of workshop material)
- ☐ Information Note to be drafted
- ☐ Official invitation to participants/resource people to be sent out once endorsement by Government received.
- ☐ Invitation letter
- ☐ Concept Note
- ☐ Agenda
- ☐ Registration Form
- ☐ Information Note
- ☐ Request for Quotation for Venue/Accommodation to be sent out (to include details of workshop e.g. title of workshop, tentative dates, # of pax)
- ☐ Venue
- ☐ Meals (lunch, am/pm tea, welcome reception, dinner, whatever is planned for)
- ☐ Equipment
- ☐ Breakout rooms
- ☐ Secretariat room
- ☐ Accommodation (will rate include breakfast)
- ☐ Airport Transfers (what's available & cost)

2. Sourcing Quotations for Venue/Accommodation

- Venue
- 3 Quotations required
- Recommendations for venues sought from counterparts
- Request for Quote to be sent out stating:
- Workshop Title
- # of Days and Tentative Dates
- # of Pax
- Request for Quote to include following requirements:
- Conference room
- Size in capacity (# of pax)
- Size in measurement (for banner purposes)
- Set up
- Equipment
- Data Projector
- Projector Screen
- Lecture with Microphone
- Microphone – Cordless, Table, Lapel
- Flipchart with paper and marker
- Whiteboard with marker and eraser
- Photocopier
- Internet Connection/Access
- Pads, pens, water, mints
- Meals (include # of pax)
- AM/PM tea with snacks
- Lunch
- Welcome/Farewell Reception
- Dinner
- Breakout Rooms
- Secretariat Room Equipment
- Internet Connection (Broadband)
- Photocopier
- Fax
- Printer
- Telephone
- Accommodation cost (does it include breakfast)
- Contract sample
- Comparison Matrix of Quotes
- Selection of Venue to be approved by Head of Unit
- Contract Finalization (ensure all requirements/costs are covered)
- Payment Terms (UNDP policy is 20%/80%)
- Proforma Invoice if deposit is required to secure booking
- Final Invoice

3. Travel Preparation

- Travel – Tentative bookings to be made

- Tentative bookings as soon as participant names are known.
- Obtain a copy of the itinerary
- Calculate and verify DSA
- Complete the travel request. (TR to be verified by Finance/Procurement then signed by Head of Unit/Fin Ass).
- Upload into ATLAS requisition
- Submit TR paperwork to Operations for LPO (2 sets of copies of paperwork – 1 for Ticket and 1 for DSA)
- Passport copy (Once participant confirms attendance)
- Visa entry regulations for the country where workshop is being held
- Copy of the LPO to the travel agent
- Instructions for eticket/PTA release (preferably 1 week before travel)
- Copy etickets/PTA details to participants
- DSA
- Policy
- DSA apportionment if accom/meals provided (50% accom/6% breakfast/12% lunch and dinner/20% misc and terminals USD38 one way)
- Calculations for
- DSA for the period of travel/workshop based on the current rates applicable
- If an ad hoc rate is required, approval is to be sought (PC Manager authorized to approve)
- Each participant to be based on the approved travel itinerary
- DSA to be verified by Finance/Procurement Asst or Programme Asst (copy of official itinerary to be attached)
- Participants
- Copy of Final DSA calculation sheets with brief explanation of the breakdown of DSA
- Disbursement of DSA
- In-country
- Nadi – Liaise with ANZ to disburse
- Suva – UNDP CO/PC
- Out-of-country
- UNDP staff
- Check with ANZ if sister bank can disburse funds

4. Accommodation Logistics

- Accommodation
- Request for Quotes
- Include rates in Information Note
- Rates to be advised to participants
- Offer to book accommodation
- Advise bookings to participants
- If ad hoc DSA excludes accom book all participants and inform them accordingly
- Participant Accom List to be sent to hotel 2 weeks before 1st participant arrives with final listing following. List to include:
- Participant Name
- Organization
- Routing
- Arr Date/Time/Flight Details

- [ ] Dep Date/Time/Flight Details
- [ ] Special Requests

5. Minor Logistics

- [ ] Banner
- [ ] Request for Quote to include:
- [ ] Wordings and logos
- [ ] Print/logo color – black/white or full color
- [ ] Size (currently using 6m x 1m or 5m x 1m)
- [ ] Material type (currently using pvc)
- [ ] Quantity
- [ ] Bags
- [ ] Request for Samples
- [ ] Request for Quote to include:
- [ ] Wordings and logos
- [ ] Print/logo color – black/white or full color
- [ ] Quantity
- [ ] Material
- [ ] Registration Forms
- [ ] Create participant database
- [ ] Follow up late registration forms
- [ ] Create participant registration list
- [ ] Name Tags
- [ ] Size
- [ ] Layout
- [ ] Participant List
- [ ] Order Tags/Lanyards
- [ ] Final List
- [ ] Participant Handouts
- [ ] Folder (Cover/side labels, dividers, Agenda, Concept Note, Presentations)
- [ ] Name Tags
- [ ] CDs
- [ ] Photographs
- [ ] Printing
- [ ] Folder Cover/side labels
- [ ] CD labels
- [ ] Name Tags
- [ ] Agenda, Concept Note, Presentations
- [ ] Transportation for out of country Organizers
- [ ] Request for Quotes
- [ ] Submit to Expert
- [ ] Miscellaneous
- [ ] DHL to courier workshop material
- [ ] Checklist for pre-workshop set up for Organizers
- [ ] Stationery
- [ ] 3 Quotations required if total amount exceeds USD2,500

- ☐ Request for quote
- ☐ Stationery
- ☐ A4 ruled sheets
- ☐ Folders
- ☐ Name Tags/Lanyards
- ☐ Pens/pencils
- ☐ Blue Tac
- ☐ Cellotape – 2"
- ☐ Masking/Packing Tape – 2"
- ☐ Dividers (Colored Paper/Board etc.)
- ☐ Flipcharts
- ☐ Permanent Markers
- ☐ Whiteboard Markers
- ☐ Envelopes (A5/wages for DSA)
- ☐ Twink
- ☐ Glue
- ☐ CDs/DVDs
- ☐ CD labels
- ☐ Stapler/Staple Pins
- ☐ Scissors
- ☐ Calculator
- ☐ Paper punch
- ☐ String/Rope for banner
- ☐ Highlighters
- ☐ Final quote/ATLAS
- ☐ Copy of LPO to be sent to supplier
- ☐ Invoice