

WORKING PAPER

GENDER-TRANSFORMATIVE EVALUATION OF TRAINING FOR GENDER EQUALITY



JULY 2018
UN WOMEN TRAINING CENTRE

GENDER-TRANSFORMATIVE EVALUATION OF TRAINING FOR GENDER EQUALITY



UN WOMEN TRAINING CENTRE

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EXECUTIVE SUMMARY

The UN Women Training Centre is committed to training as a transformative process that contributes to gender equality. However, to date there have been few systematic attempts to develop an over-arching conceptual or methodological framework for evaluating the long-term impact of training for gender equality or such change processes. This issue has been highlighted repeatedly across the field.

All too often, evaluations do little more than ask ‘to what extent did the training programme meet the participants’ learning needs and achieve the learning objectives?’ As set out in the *Typology of Training for Gender Equality*, it is important to acknowledge that there are many different forms of gender training,¹ and it is essential to pay attention to the training context when considering the evaluation process.

A recent UN Women Training Centre’s *Virtual Dialogue on Change through Training for Gender Equality* highlighted that “the issue of how change can be articulated, assessed and evaluated is a challenging one. As a field, training for gender equality has often struggled with evaluating long-term change.”² Moreover, as argued in the *Compendium of Good Practices on Training for Gender Equality*, evaluation is especially lagging behind in terms of feminist and participatory methodologies. If evaluations are to contribute to training’s transformative potential, they must adhere to a methodological approach based on feminist and participatory values and the deconstruction of power relations.³ The paper draws on the principles of gender-responsive evaluation set out in the UN Women Evaluation Handbook (2015) and the UNEG

Guidelines on Integrating Human Rights and Gender Equality in Evaluations (2014).⁴

In this paper we contend that it is necessary to focus on both the *evaluation of the training itself* and of the *impact of the training*. That is, in what ways does training specifically and concretely contribute to structural change in terms of unequal gendered power relations? While the Training Centre has developed innovative methods and tools for participatory feminist evaluation, less work has been done on the conceptual aspects of the evaluation of training for gender equality. As such, the objective of this paper is to expand and build on the work done by the Training Centre to date by developing a substantive conceptual and methodological approach to the evaluation of training for gender equality.

This will serve to:

- Support the UN Women Training Centre to evaluate the long-term impact of its programmes;
- Showcase a range of tools and methods for evaluating training for gender equality; and
- Help those working in the field to develop a more systematic approach to demonstrating the long-term impact of training for gender equality.

This is one of a series of Working Papers commissioned by the Training Centre which can either be read as a stand-alone paper or in conjunction with the papers on Theory of Change, Feminist Pedagogies and Quality Assurance. The paper makes three main contributions to current debates and practices:

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- 1 UN Women Training Centre (2016) *Typology on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.
 - 2 UN Women Training Centre (2017) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre. Available: <https://trainingcentre.unwomen.org/mod/page/view.php?id=3016>
 - 3 UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality*, Santo Domingo: UN Women Training Centre.
 - 4 United Nations Evaluation Group (UNEG) (2008) *UNEG Code of Conduct for Evaluation in the UN System*, New York: UNEG. Available: <http://www.unevaluation.org/document/detail/100>

1. Conceptual framework for evaluating training for gender equality

The conceptual framework is grounded in the principles of **gender-transformative evaluation**. This concept encapsulates a feminist approach to evaluation, and grounds the evaluation process firmly in a process of transformation, in keeping with UN Women Training Centre's definition of training for gender equality as a *transformative process*. Two essential elements are taken into account: **WHAT the evaluation examines (content/focus) and HOW it is undertaken (process)**. Such evaluations assess the degree to which gender and power relationships – including structural and other causes that give rise to inequities, discrimination and unequal power relations – change as a result of a training for gender equality using a process that is **inclusive, participatory and respectful of all stakeholders** (i.e. both rights holders and duty bearers). This makes the evaluation not only a driver of positive change towards gender equality and the empowerment of women, but also an empowering process in itself for the stakeholders involved, with the potential to prevent further discrimination and exclusion.

A recent Virtual Dialogue conducted by the UN Women Community of Practice in Training for Gender Equality⁵ explored some of the key challenges for evaluation in this field. A number of these points should be taken into consideration for the purposes of constructing this framework:

- Processes of training and capacity development “are not linear but involve an often messy and incremental, step by step, sometimes going backwards, change.”⁶
- Training can only contribute to change if both internal and external organisational aspects are taken into consideration.
- Institutional change through training requires the creation of a whole “gender system” by which

gender awareness and transformative change become ingrained in the organisation's “DNA”.

- There is a relationship between individual and institutional change. For instance, when training for gender equality targets staff members in an organisation, it targets people as individuals but also starts a collective dynamic that can influence people's private lives, workplaces and communities.
- While individual change can influence institutional change, and vice versa, this relationship is not automatic. Translating individual change into institutional change, for example, requires an organisation to be supportive of training for gender equality, and to enable staff to apply their new knowledge across the organisation's external *and* internal dimensions. This could entail encouraging staff to discuss and seek to transform the organisation's internal gender culture, while applying their new skills to external projects.⁷

As such, it is important that evaluating training for gender equality moves beyond merely evaluating the capacities, skills and behaviours of individual participants in training, and works to link these in more explicit ways to broader processes of institutional change.

2. Applying gender-transformative evaluation principles in the training cycle

In order to do this, the paper uses the framework of the five **phases** of the evaluation process – Planning, Preparation, Conduct, Reporting, Use/Follow-up. These are discussed in turn, along with how these map onto the different **stages** of the training cycle, in order to highlight in a more concrete manner the ways in which these two processes overlap and interact.

In terms of planning the evaluation of training for gender equality, it is important to note that the application of these principles and practices goes well

5 UN Women Training Centre (2013) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre.

6 Walters, H. (2007) *Capacity Development, Institutional Change and Theory of Change: What do we mean and where are the linkages*, p. 11. Available: http://portals.wi.wur.nl/files/docs/successfailedevelopment/Walters_CapacityDevelopmentConceptPaperFIN.pdf

7 UN Women Training Centre (2013) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre.

beyond the (final) evaluation stage of the training cycle. Rather, as argued in this paper, evaluation needs to be considered and integrated systematically into each stage of this training cycle – from analysis through to the planning, design, development and implementation. As such, a gender-transformative approach to evaluation of training for gender equality requires a new way of thinking about evaluating training that engages more explicitly with power dynamics and institutional change/resistance/inertia. This means that the evaluation of training for gender equality will only be gender-transformative if such an approach guides all stages of the training cycle.

This section of the paper offers a description of each stage of the training cycle/phase of the evaluation process. Specific issues and questions to be taken into account in terms of training for gender equality are highlighted for each phase, as summarised in the Statement below.

3. Tools and methods for gender-transformative evaluation of training for gender equality

To date, there has been little substantive work on specific tools for gender-transformative evaluation of training for gender equality. This section highlights good practices in gender-transformative evaluation from the UN Women Training Centre and other organisations. The tools are presented in line with the four different levels of the evaluation of training used by the UN Women Training Centre: Reaction; Learning; Behaviour; Results (Impact), following the Kirkpatrick model. More detailed presentations are provided in the Annex. As argued throughout the paper, evaluation tools for the first three levels are reasonably well developed. However, we are still lacking tools and methods for engaging substantively with the evaluation of Results/Impact. Some preliminary suggestions for bridging this gap are offered here.

As argued in this paper, gender-transformative evaluation is not merely about applying specific

methods or tools. Rather, it involves a systematic engagement with the politics of change throughout both the evaluation process and the training cycle. As argued in the Evaluation Tool – “evaluation processes need to be linked more systematically to theories of change and transformation, at both the individual and institutional level.”⁸ As such, this means that evaluating the Impact of training should not be considered an afterthought or a final stage or “level” of evaluation. Results and impact need to be embedded in the evaluation process from the very first stage. This means integrating gender-transformative evaluation principles into all tools and methods, not just those related to Behaviour and Results/Impact.

Taking the example of the most basic and commonly used evaluation tools for training for gender equality ex-ante and ex-post questionnaires – these can be developed in line with gender-transformative evaluation principles to ensure that they tackle issues such as intersectionality, power dynamics and resistances. Such tools can then be used to more effectively assess the impact of the training on participants, as well as to situate the training much more specifically within broader institutional change processes. This means the power dynamics of both the training process and other processes of individual and institutional change are highlighted and engaged with from the outset.

Finally, the paper provides a ‘**Statement on Guidelines for the Gender-Transformative Evaluation of Training for Gender Equality**’, as set out below. This Statement brings together the key arguments and insights developed in this paper, setting out a vision for how gender-transformative evaluation processes can be applied in the field of training for gender equality, while acknowledging the specific challenges and limitations of training as a tool for transformation. The process of fine-tuning such a Statement should be on-going and reflexive, including the circulation of a draft among key stakeholders for feedback and suggested additions, as well as dissemination through the UN Women Training Centre’s Community of Practice (CoP).

8 UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

Statement: Guidance on Gender-Transformative Evaluation of Training for Gender Equality

The UN Women Training Centre is committed to training as a transformative process that contributes to gender equality. In order to contribute to training's transformative potential, the evaluation of training for gender equality must adhere to a methodological approach based on feminist and participatory values and the deconstruction of power relations. While the UN Women Training Centre and other organisations have developed tools and methods for evaluation training for gender equality, these are less developed for evaluating behavioural change and long term impact. In order to meet gender-transformative evaluation principles, evaluation needs to be more systematically integrated into the Training Cycle, and not left for the final Evaluation stage. This means taking into consideration the ways in which evaluation should be included in Analysis, Design and Development, Implementation and Evaluation.

In this paper, the UN Women Training Centre develops a conceptual and methodological approach to gender-transformative evaluation of training for gender equality. This is intended to generate debate, discussion and reflection between key actors in the field of training for gender equality – trainers, researchers, commissioners and training participants. Training for gender equality is a diverse practice, incorporating a range of timescales, formats and approaches. Nevertheless, despite the form and scope, a gender-transformative approach should be considered as a guiding framework for evaluating training for gender equality.

The **conceptual framework** is grounded in a number of key principles of gender-transformative and feminist evaluation:

- A focus on both the focus/content *and* the process of evaluation, which – in addition to identifying gender inequalities – examines opportunities for reversing and redressing inequalities;
- Identifying and analysing the inequalities, discriminatory practices and unjust power relations that are central to training for gender equality processes;
- An explicit acknowledgement that evaluation is political;
- Recognition and value of different ways of knowing; and
- A commitment to uncertainty and reflexivity.

As such, it is important that evaluating training for gender equality moves beyond merely evaluating the capacities, skills and behaviours of individual participants in training, and works to link these in more explicit ways to broader processes of institutional change. In order to do this, an iterative and inter-dependent approach is proposed between the stages of the training cycle and the phases of evaluation, as set out in Figure 1.

The paper proposes some concrete ways in which gender-transformative evaluation principles can be applied at each stage of the training cycle:

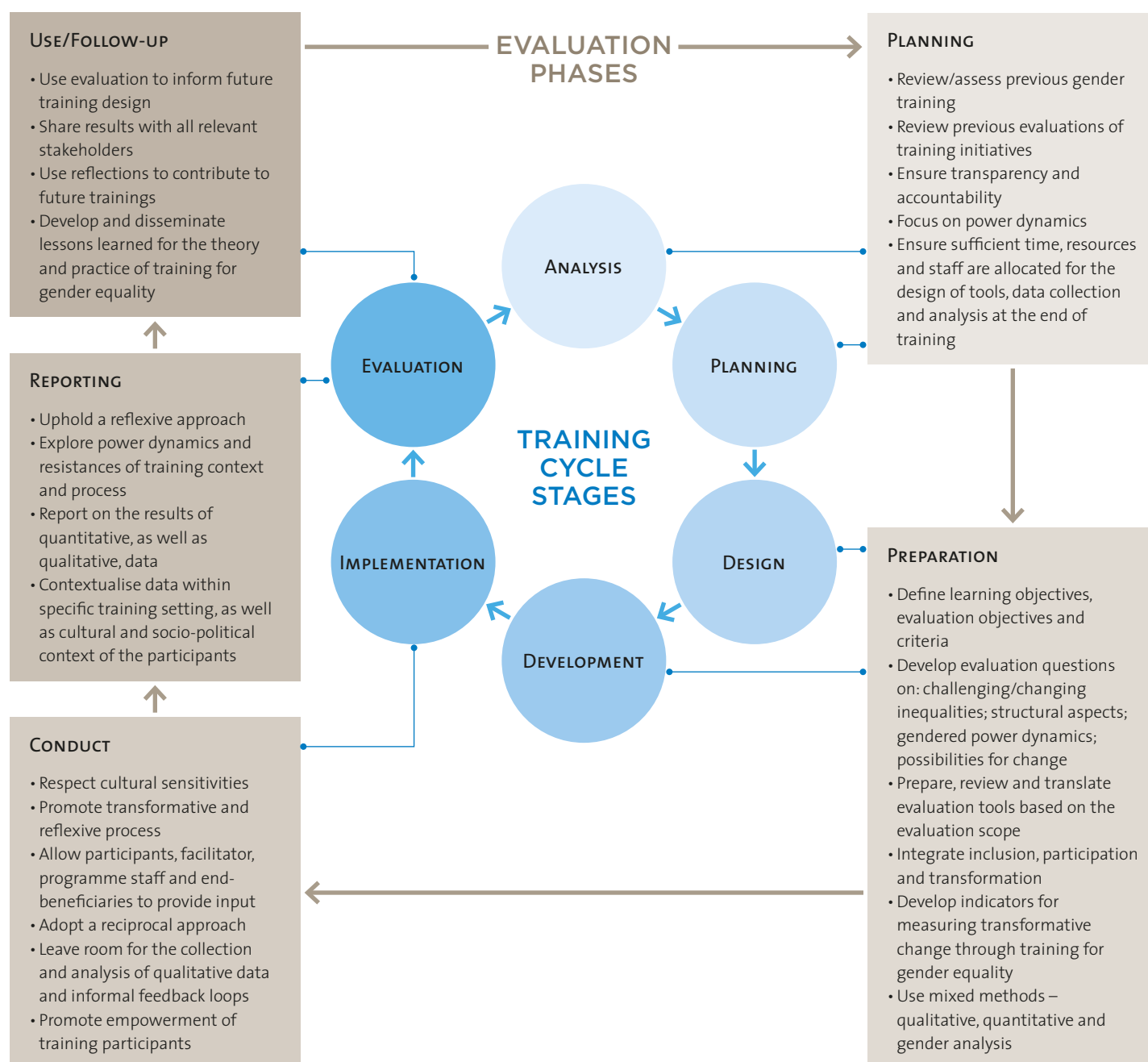
For the Analysis Stage of the Training Cycle/Planning Phase of an Evaluation

- Explore a possible Theory of Change for this specific training context and requirements, and discuss it with commissioners and participants. Guidelines on a Theory of Change for training for gender equality can be found in the Working Paper on this topic
- Review previous evaluations of training initiatives in order to ensure that learning from previous activities is taken into account
- Integrate evaluation questions into the analysis phase, ensuring that these can be used as a baseline for tracking and monitoring change
- Contextualise the evaluation of training for gender equality within wider change strategies – such as concrete projects for organisational or community-level change. This makes change through training sustainable over time, while following-up with learners to monitor long-term individual and institutional transformation.

For the Design and Development Stage of the Training Cycle/Preparation Phase of an Evaluation

- Ensure that the relationship between training and broader change programmes is included at this stage, to ensure that this does not get lost as the training and evaluation processes proceed

FIGURE 1
Mapping the Stages of the Training Cycle and Phases of Evaluation



Source: author's own elaboration.

- Design evaluation questions that are specific to each training programme and each institutional context and explicitly linked to the Theory of Change of each particular training programme
- Incorporate the Theory of Change into the development of learning objectives and the overall course design, which can be used for monitoring and evaluation purposes over the course of the training and beyond
- For gender-transformative evaluation, key evaluation questions should cover: challenging/changing inequalities; structural aspects; gendered power dynamics; addressing resistances; and possibilities for change
- Be clear that the evaluation aims to *assess the impact of training specifically, rather to evaluate the broader change processes themselves*. That is, the evaluation should explore the extent to which training contributes to change processes, but a comprehensive evaluation of such processes would be beyond the scope
- Incorporate a gender-transformative process and methods into the evaluation design, focusing on participation and reflexivity. This means taking steps to ensure that both training commissioners and participants are actively involved in the evaluation process, with an ethos of co-creation underpinning the evaluation. Space needs to be carved out for discussing and addressing power dynamics, so this should be factored in to the initial design
- Develop some form of indicators which specifically examine change with a focus on different identities, experiences, histories and power relations faced by women and men across intersectional characteristics like class, ethnicity, race, sexuality, nationality, religion, etc.
- Incorporate gender-transformative methodologies which integrate inclusion, participation and transformation, as well as using mixed methods – qualitative, quantitative and gender analysis.

For the Implementation and Evaluation Stages of the Training Cycle/Conducting the Evaluation

- Ensure that the inception report (if used) and evaluation matrix (if used) take into consideration the key principles of gender-transformative evaluation
- Conduct data collection and data analysis in a way which respects contextual sensitivities; employs a transformative and reflexive approach; use gender analysis frameworks and other innovative methods; promotes reciprocity and participation
- Combine feminist pedagogical principles with the principles of gender-transformative evaluation in order to create an atmosphere of mutual learning on change during the training. As such, evaluation becomes something that is naturally built in to the training process, developing a co-creation process which facilitates participation and critical reflection on existing power dynamics and the possibilities of change. This means allowing participants, facilitators, programme staff and end-beneficiaries to provide input in formal and informal ways throughout the training.

For the Evaluation Stage of the Training Cycle/Reporting, Use and Follow-up Phase of the Evaluation

- Contextualise all data and information collected within the specific training setting, as well as the cultural and socio-political context of the participants. This ensures that the evaluation remains within the original scope, and that concrete points can be made about the impact of the training
- Once the findings of the evaluation have been analysed these can be shared with training commissioners and participants to obtain feedback and validation of the findings
- Uphold a reflexive approach, including a critical analysis of both the training process and the evaluation process. This process can also explore the power dynamics involved in conducting the evaluation itself; and resistances and blockages that emerged; and set out the limits to the neutrality of evaluation
- Circulate the recommendations as widely as possible, in order to reflect on the successes and challenges of the training programme, and how these experiences can support the contribution of maximising the impact of training on broader gender equality processes
- Review the Theory of Change for the training programme, reflecting on the assumptions and outcomes and exploring how theories of change for training for gender equality can be improved.

The paper argues that gender-transformative evaluation is not merely about applying specific methods or tools. Rather, it involves a systematic engagement with the politics of change throughout both the evaluation process and the training cycle. This means integrating gender-transformative evaluation princi-

ples into all tools and methods, not just those related to Behaviour and Results/Impact.

A range of tools and methods can be used for evaluating different aspects of training for gender equality, as set out in Table 1.

TABLE 1
Tools and methods for evaluating different aspects of training for gender equality

Aspect of training to be evaluated	Description	Tools and Methods
REACTION	<ul style="list-style-type: none"> • Collection of information on participants' opinions of the training • This includes what they thought about the training facilitators, content, exercises, materials, venue, catering, accommodation, etc. • Gather lessons learned and make improvements to future courses • Usually performed right after the training session or course 	<ul style="list-style-type: none"> • Participant feedback survey • Training facilitator survey/interview • Feedback Dots
LEARNING	<ul style="list-style-type: none"> • Collect information on whether or not the participants have learned the specific knowledge, skills and attitudes that were set out in the learning outcomes • Baseline data regarding participant's knowledge, skills and attitudes is needed 	<ul style="list-style-type: none"> • Tests • Exercises • Learning curve analysis • Bull's eye exercise
BEHAVIOUR	<ul style="list-style-type: none"> • Collect 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 behaviour of participants that can be linked to the training • In order to measure change, a baseline is needed. • Behavioural changes are notoriously difficult to measure and even harder to prove causality with the training as the factor that triggered the change. Behavioural changes generally only occur if conditions are favourable, 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 behavioural changes 	<ul style="list-style-type: none"> • Monitoring exercise with movement • Head/Heart/Hand activity • Gender Equitable Men approach • Gendered autobiography • Peer review

Aspect of training to be evaluated	Description	Tools and Methods
RESULTS/IMPACT	<ul style="list-style-type: none"> • The fruit of what the participants learned; the effect their actions have when they apply the knowledge, attitude and skills obtained through the training. • Impact is most often only visible after an indefinite time period following the training and it is difficult to clearly attribute it to the training itself • Important to distinguish between correlation and causality • Evidence-tracking of institutional change, such as gender policies, action plans or the nomination of a gender focal point or unit, can indicate an institutional change that was triggered by a training event. Nonetheless, it may also have had other causes and influences. 	<ul style="list-style-type: none"> • Allow space for narratives about personal growth and storytelling (Most Significant Change methodology) • Mechanism for documenting and reporting back on their action plan implementation • Sharing stories of progress, challenges and lessons with other participants, for example through a community of practice • Plan a follow-up meeting or workshop for exploring the challenges and power dynamics involved in implementing change in their specific contexts

With this paper, the UN Women Training Centre sets out preliminary guidelines for a conceptual and methodological approach to gender-transformative evaluation of training for gender equality. A conceptual framework for gender-transformative evaluation of training for gender equality needs to take into account the non-linear, uncertain and ambiguous nature of change. A commitment to feminist transformation, adherence to feminist pedagogical principles and a flexible, dynamic approach

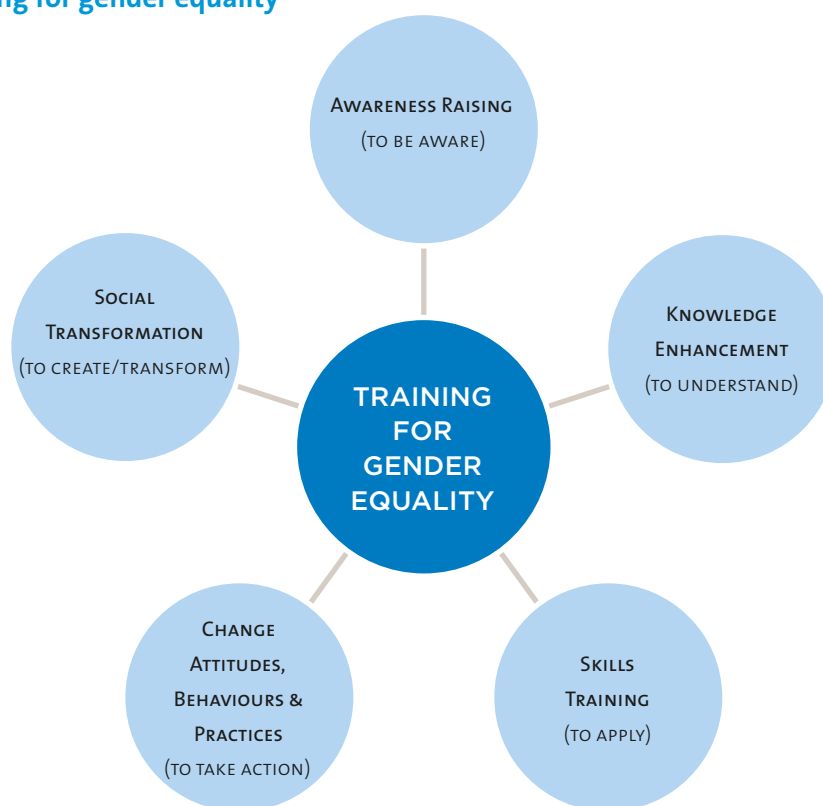
can support a gender-transformative approach to evaluation which in turn informs the practice of training for gender equality. In terms of methodologies, feminist pedagogical principles and practices can be applied at all stages of the evaluation process and training cycle. It is hoped that this paper will lead to a deepening of debates on gender-transformative evaluation and a sharing of good practices to work collectively to demonstrate the impact of training on gender equality.

INTRODUCTION

The UN Women Training Centre is committed to training as a transformative process that contributes to gender equality. However, to date there have been few systematic attempts to develop an over-arching conceptual or methodological framework for evaluating the long-term impact of training for gender equality or such change processes. This issue has been highlighted repeatedly across the field. For example, the report of a 2013 Virtual Dialogue run by UN Women Training Centre concluded that:

“Gaps remain in evaluating the competencies and skills acquired by training participants and how these are applied in practice. Moreover, there is little systematic assessment of the relationship between organizational change and training for gender equality. This lack of empirical evidence relates both to the difficulties of evaluating impact of training processes and to the complexity of evaluating gender mainstreaming in programmes and institutions.”⁹

FIGURE 2
Types of training for gender equality



⁹ UN Women Training Centre (2013) *Virtual Dialogue Report: Evaluation of Training for Gender Equality*, 1–19 July 2013, Santo Domingo: UN Women Training Centre. Available: <https://trainingcentre.unwomen.org/mod/page/view.php?id=2145>

The ten cases included in the *Compendium for Good Practices in Training for Gender Equality* reveal that more attention to monitoring and evaluation as components of training's sustainability is required overall, and that evaluation criteria are often not explicitly defined in many practices.¹⁰ In part, this may relate to the emphasis on practicality in the ten examples featured in the Compendium, i.e. training was delivered, participants' satisfaction was gauged, a broad report assessed whether goals had been met, and then other initiatives were undertaken. All too often, evaluations do little more than ask 'to what extent did the training programme meet the participants' learning needs and achieve the learning objectives?' This echoes EIGE's 2011 findings on the absence of evaluation evidence in many of the cases included in their compilation of good practices in training for gender equality in the European Union.¹¹

As set out in the Typology of Training for Gender Equality, it is important to acknowledge that there are many different forms of gender training (see Figure 2),¹² and it is essential to pay attention to the training context when considering the evaluation process. This will be discussed throughout the paper.

More recently, the UN Women Training Centre's *Virtual Dialogue on Change through Training for Gender Equality* highlighted that "the issue of how change can be articulated, assessed and evaluated is a challenging

one. As a field, training for gender equality has often struggled with evaluating long-term change."¹³ As outlined in UN Women Training Centre's *Evaluation Tool*:

*"Evaluations of training programmes are key to identifying what training participants actually learn and if training programmes truly bring the desired social and political change. While there are a variety of publications on the evaluations from a gender perspective of larger programmes and projects, there is very little found specifically on training for gender equality. Some training manuals, especially when designed to be ready-to-use products, contain a small section or short note for the facilitator to distribute an evaluation survey at the end of the workshop, seminar or course."*¹⁴

Moreover, as argued in the Compendium, evaluation is especially lagging behind in terms of feminist and participatory methodologies. If evaluations are to contribute to training's transformative potential, they must adhere to a methodological approach based on feminist and participatory values and the deconstruction of power relations.¹⁵ Box 1 outlines a case study which reflects on the evaluation of gender training in Honduras. This example is illuminating as regards some of the main challenges involved in such a process.

*"Since change is not generated by training in isolation, it is difficult to discern what impact training has had, or to attribute long-term results to training"*¹⁶

10 UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality*, Santo Domingo: UN Women Training Centre. Available: https://trainingcentre.unwomen.org/pluginfile.php/72/mod_data/content/26773/COMPENDIO_ONU-M-WEB.pdf

11 European Institute for Gender Equality (EIGE) (2012) *Mapping of gender training policies and practices in the European Union*, Vilnius: EIGE.

12 UN Women Training Centre (2016) *Typology on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

13 UN Women Training Centre (2017) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre. Available: <https://trainingcentre.unwomen.org/mod/page/view.php?id=3016>

14 UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

15 UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

16 Ibid., p. 22.

BOX 1

Evaluating Training for Gender Equality in Honduras

This evaluation was conducted as part of a gender auditing process commissioned by the bilateral donor regarding the work conducted by an umbrella organisation.

Key reflections:

The evaluation process was considered to be something 'external' to the work carried out and there was some apprehension about what results the process might generate.

The evaluation was perceived as some kind of exam, rather than part of a continuing process of measuring outcomes and results.

Closed questionnaires and interviews were conducted along with a review of the quantitative indicators determined in advance, meaning that there was no active participation in the evaluation process.

As the indicators were all quantitative there was no way to measure real transformations in terms of gender equality.

The results of the evaluation were only discussed between the country office and head office and were not distributed amongst the staff.

Source: UN Women Training Centre (2013) *Virtual Dialogue Report: Evaluation of Training for Gender Equality, 1 – 19 July 2013*, Santo Domingo: UN Women Training Centre.

The UN Women Training Centre *Training Manual* defines the objective of evaluation as: "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."¹⁷ However, in this paper we contend that it is necessary to focus on both the evaluation of the training itself and of the *impact* of the training. That is, in

what ways does training specifically and concretely contribute to structural change in terms of unequal gendered power relations? While the Training Centre has developed innovative methods and tools for participatory feminist evaluation, less work has been done on the conceptual aspects of the evaluation of training for gender equality. As such, the objective of this paper is to expand and build on the work done by the Training Centre to date by developing a substantive conceptual and methodological approach to the evaluation of training for gender equality.

This will serve to:

- Support the UN Women Training Centre to evaluate the long-term impact of its programmes;
- Showcase a range of tools and methods for evaluating training for gender equality; and
- Help those working in the field to develop a more systematic approach to demonstrating the long-term impact of training for gender equality.

This paper draws on the principles of gender-responsive evaluation set out in the UN Women Evaluation Handbook (2015) (see Table 2) and the UNEG Guidelines on Integrating Human Rights and Gender Equality in Evaluations (2014).¹⁸ In addition, the conceptual framework developed below enriches these approaches by drawing on best practice from the broader field of feminist evaluation. This adds value through a **reflexive approach** that privileges the analysis of **structural power dynamics**, and is committed to **evaluation as a tool for empowerment and social change**, in line with UN Women Training Centre's overarching transformative approach to training for gender equality.

The paper is developed in three main sections. The first section of the paper sets out a conceptual framework for evaluating training for gender equality, setting out the core principles of gender-transformative evaluation and drawing on approaches such as gender-sensitive evaluation and feminist evaluation. It then goes on

¹⁷ UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

¹⁸ United Nations Evaluation Group (UNEG) (2008) *UNEG Code of Conduct for Evaluation in the UN System*, New York: UNEG. Available: <http://www.unevaluation.org/document/detail/hoo>

TABLE 2
Core Principles of Gender-Responsive Evaluation

1. National ownership and leadership	Evaluation should be country driven and respond to the need for national ownership and leadership by rights holders and duty bearers
2. UN system coordination and coherence with regard to GEWE	Whenever possible, evaluation should be conducted system-wide and jointly with UN agencies in order to promote coordination and coherence regarding gender equality and the empowerment of women.
3. Innovation	Evaluations should seek to identify and highlight innovative approaches to gender equality and the empowerment of women.
4. Fair power relations and empowerment	Evaluations should be conducted with an understanding of contextual power and gender relations. Evaluations can foster empowerment through the participation of stakeholders in the creation of knowledge about the intervention, other aspects of the evaluation process, and the communication of results.
5. Participation and inclusion	Evaluations promote participation of stakeholders and inclusiveness.
6. Independence and impartiality	The evaluation is carried out independently of management functions to ensure that it is credible, free from undue influence, and results in unbiased reports.
7. Transparency	Evaluations are conducted in a transparent and consultative manner with stakeholders.
8. Quality and credibility	Evaluations should be conducted in a systematic manner, applying sound approaches and methods.
9. Intentionality and use of evaluation	Planning for evaluations should demonstrate a clear intent regarding the purpose and use of findings to improve the work of UN Women or the UN system in the areas of gender equality and the empowerment of women.
10. Ethics	Evaluators should have personal and professional integrity and abide by the UNEG Ethical Guidelines for evaluation and the UNEG Code of Conduct for Evaluation in the UN system to ensure that the rights of individuals involved in an evaluation are respected. Evaluators must act with cultural sensitivity and pay particular attention to protocols, codes and recommendations that may be relevant to their interactions with women.

Source: UN Women (2015) *How to Manage Gender-Responsive Evaluation: Evaluation Handbook*, New York: UN Women Independent Evaluation Office, p. 2-3. Available: <http://www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation>

to take a more practical approach in order to explore how to apply these principles, using the training cycle as an analytical tool. Next, the paper showcases some concrete evaluation tools and methods developed by UN Women Training Centre and other organisations, including suggestions for those which could fruitfully be further developed as part of a methodological approach to evaluating training for gender equality.

The third and final section of the paper presents a ‘**Statement on Evaluating Training for Gender Equality**’. This Statement brings together the key arguments and insights developed in this paper, setting out a vision for how gender-transformative evaluation processes can be applied in the field of training for gender equality, while acknowledging the specific challenges and limitations of training as a tool for

transformation. The process of fine-tuning such a Statement should be on-going and reflexive, including the circulation of a draft among key stakeholders for feedback and suggested additions, as well as dissemination through the UN Women Training Centre's

Community of Practice (CoP). This paper is one of a series of Working Papers commissioned by the Training Centre which can either be read as a stand-alone paper or in conjunction with the papers on Theory of Change, Feminist Pedagogies and Quality Assurance.

CONCEPTUAL FRAMEWORK FOR THE GENDER-TRANSFORMATIVE EVALUATION OF TRAINING FOR GENDER EQUALITY

The conceptual framework is grounded in the principles of **gender-transformative evaluation**. This concept encapsulates a feminist approach to evaluation – as set out below – and grounds the evaluation process firmly in a process of transformation, in keeping with UN Women Training Centre’s definition of training for gender equality as a transformative process. As with gender-responsive evaluation, two essential elements are taken into account: **WHAT the evaluation examines (content/focus)** and **HOW it is undertaken (process)**. In terms of **focus or content**, gender-responsive evaluations are concerned with promoting accountability to gender equality, human rights and women’s empowerment commitments by providing information on the way in which training programmes affect women and men differently, and by contributing towards the achievement of these commitments. Gender-responsive evaluation can also help to promote social change by using the knowledge produced from an evaluation to inform better training for gender equality.

Such evaluations assess the degree to which gender and power relationships – including structural and other causes that give rise to inequities, discrimination and unequal power relations – change as a result of a training for gender equality using a process that is **inclusive, participatory and respectful of all stakeholders** (i.e. both rights holders and duty bearers). This makes the evaluation not only a driver of positive change towards gender equality and the empowerment of women, but also an empowering process in

itself for the stakeholders involved, with the potential to prevent further discrimination and exclusion.

A successful gender-responsive evaluation supports stakeholders to:

- feel empowered by their participation in the evaluation process and in the communication of its results
- to develop the capabilities to participate in broader processes of social change and
- to be equipped with the knowledge to challenge existing programmes, policies and procedures.

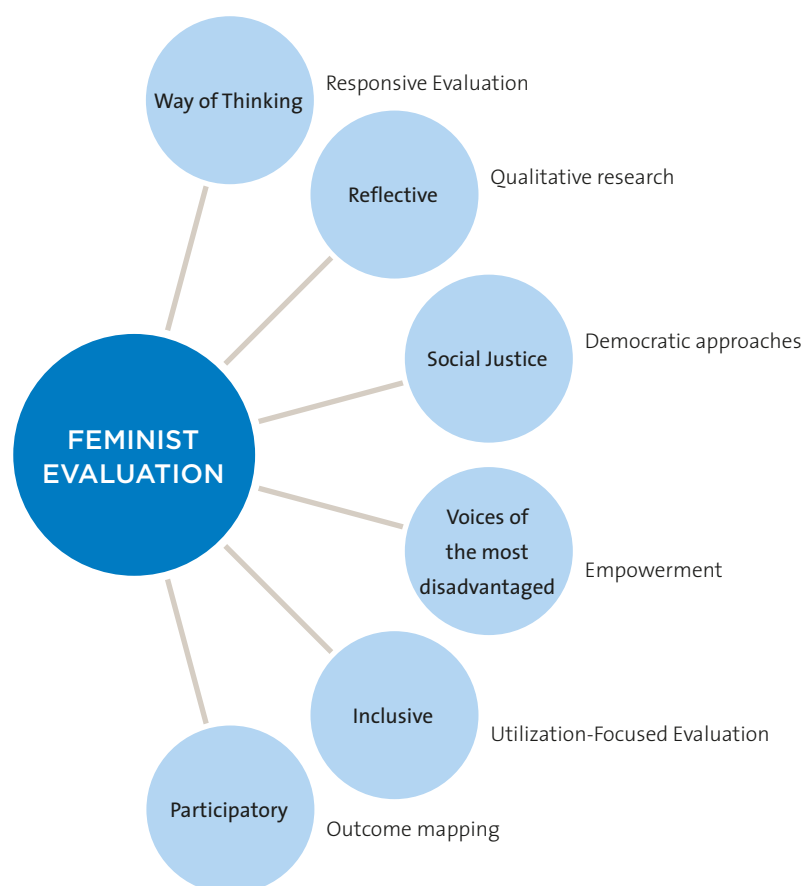
This dual approach (in terms of both the focus/content and process of evaluation) contributes to the transformative potential of gender-responsive evaluation. As such, in addition to identifying gender inequalities, gender-responsive evaluation examines opportunities for reversing and redressing inequalities. These concerns are also at the very heart of training for gender equality.

Gender-responsive evaluation is grounded in the field of feminist evaluation, in which practitioners:

“Understand gender bias as manifest and systematic in social institutions, and feminist evaluation as being a way of understanding how gender and other intersecting social cleavages (such as race, class, sexuality, caste and religion) define and shape the experience and exercise of power in different contexts.”¹⁹

19 Hay, K. (2012) “Engendering Policies and Programs through Feminist Evaluation: Opportunities and Insights”, *Indian Journal of Gender Studies*, 19(2), p. 322. Quoted in Chigateri, S. and Saha, S. (Eds.) *A Resource Pack on Gender Transformative Evaluations*, New Delhi: Institute of Social Studies Trust (ISST). Available: http://www.outcomemapping.ca/download/1465391379_pub_ISST_Resource_Pack_2016.pdf

FIGURE 3
Principles of Feminist Evaluation



Source: Podems, D. and Negroustoueva, S. (2016) *Feminist evaluation. Better Evaluation*. Available: http://www.betterevaluation.org/approaches/feminist_evaluation

A number of core characteristics of a feminist evaluation can be identified, as detailed in Figure 3.

- Focuses explicitly on inequalities;
- Recognises that inequalities are structural;
- Recognises that evaluation is political;
- Recognises and values different ways of knowing; and
- Proposes to add value to those who are marginalised and to those implementing programmes.²⁰

To this end, feminist evaluation is often described as “fluid, dynamic, and evolving”²¹, and a way of thinking about evaluation rather than a specific framework. Feminists have also cautioned against some of the usual assumptions in Monitoring and Evaluation – ‘that everything should be measured, can be measured, that measurement will enhance our ability to improve, change, replicate, and that change is predictable – we will know what it is like, where it will occur,

20 Chigateri, S. and Saha, S. (Eds.) *A Resource Pack on Gender Transformative Evaluations*, New Delhi: Institute of Social Studies Trust (ISST).

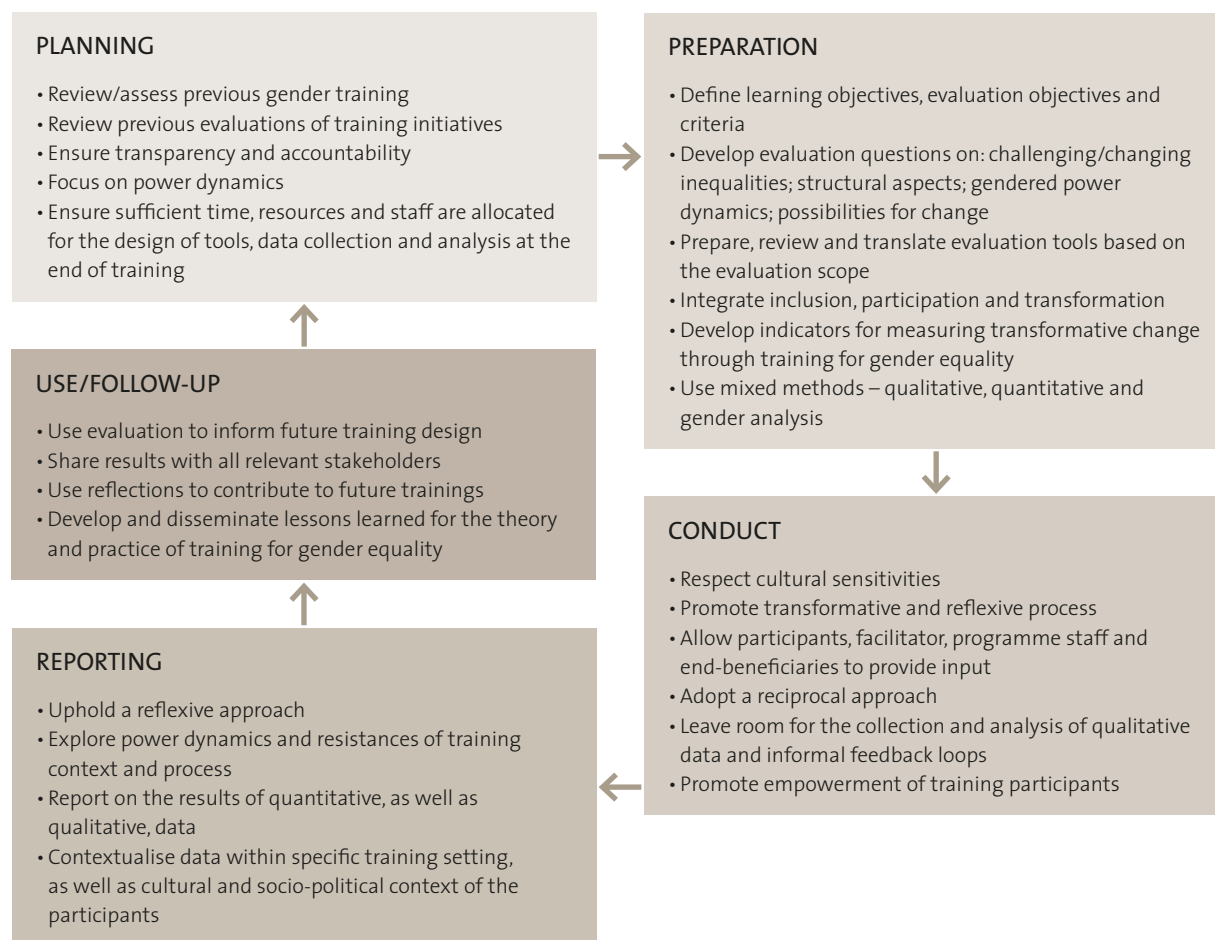
21 Seigart and Brisolara (2002), p. 2, quoted in Podems, D. and Negroustoueva, S. (2016) *Feminist evaluation. Better Evaluation*. Available: http://www.betterevaluation.org/approaches/feminist_evaluation

when and how to assess it.’²² This uncertainty and reflexivity are key to the practice of feminist evaluation.

Gender-transformative evaluation principles are applied across all stages of the evaluation process (Planning, Preparation, Conduct, Reporting, Use/Follow-up²³), as set out in Figure 4.

A recent Virtual Dialogue conducted by the UN Women Community of Practice in Training for Gender Equality²⁴ explored some of the key challenges for evaluation in this field. A number of these points should be taken into consideration for the purposes of constructing this framework:

FIGURE 4
Implementing a Gender-Transformative Evaluation



Source: Author's own elaboration.

22 Batliwala (2012), quoted in Chigateri, S. and Saha, S. (Eds.) *A Resource Pack on Gender Transformative Evaluations*, New Delhi: Institute of Social Studies Trust (ISST).

23 UN Women (2015) *How To Manage Gender-Responsive Evaluation: Evaluation Handbook*, New York: UN Women, p. 19.

24 UN Women Training Centre (2013) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre.

- Processes of training and capacity development “are not linear but involve an often messy and incremental, step by step, sometimes going backwards, change.”²⁵
- Training can only contribute to change if both internal and external organisational aspects are taken into consideration.
- Institutional change through training requires the creation of a whole “gender system” by which gender awareness and transformative change become ingrained in the organisation’s “DNA”.
- There is a relationship between individual and institutional change. For instance, when training for gender equality targets staff members in an organisation, it targets people as individuals but also starts a collective dynamic that can influence people’s private lives, workplaces and communities.
- While individual change can influence institutional change, and vice versa, this relationship is not automatic. Translating individual change into institutional change, for example, requires an organisation to be supportive of training for gender equality, and to enable staff to apply their new knowledge across the organisation’s external and internal dimensions. This could entail encouraging staff to discuss and seek to transform the organisation’s internal gender culture, while applying their new skills to external projects.²⁶

As such, it is important that evaluating training for gender equality moves beyond merely evaluating the capacities, skills and behaviours of individual participants in training, and works to link these in more explicit ways to broader processes of institutional change.

²⁵ Walters, H. (2007) *Capacity Development, Institutional Change and Theory of Change: What do we mean and where are the linkages*, p. 11. Available: http://portals.wi.wur.nl/files/docs/successfailuredevelopment/Walters_CapacityDevelopmentConceptPaperFIN.pdf

²⁶ UN Women Training Centre (2013) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre.

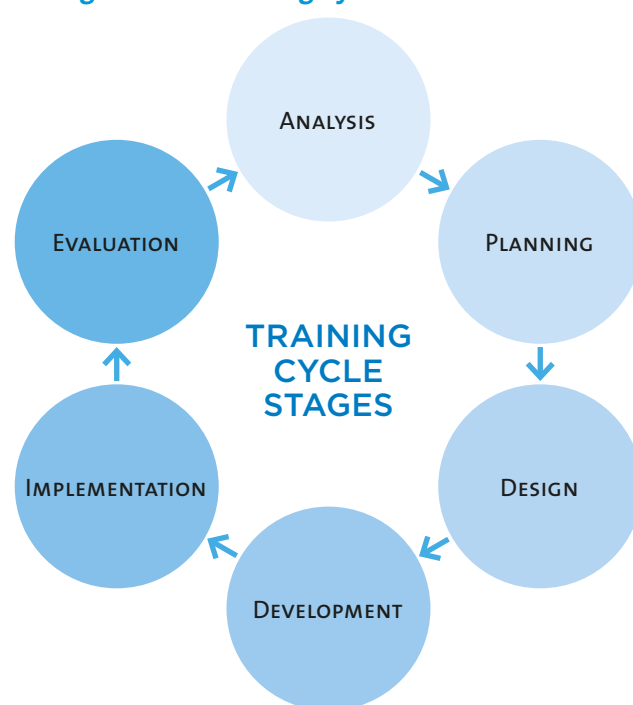
APPLYING GENDER-TRANSFORMATIVE EVALUATION PRINCIPLES TO TRAINING FOR GENDER EQUALITY

The aim here is to outline how gender-transformative evaluation principles can be applied to the training cycle in a concrete manner. In order to do this, we use the framework of the five **phases** of the evaluation process – Planning, Preparation, Conduct, Reporting, Use/Follow-up (as in Figure 4 above). These are discussed in turn, along with how these map onto the different **stages** of the training cycle (see Figure 5), in order to highlight in a more concrete manner the ways in which these two processes overlap and interact.

In terms of planning the evaluation of training for gender equality, it is important to note that the application of these principles and practices goes well beyond the (final) evaluation stage of the training cycle. Rather, as argued in this paper, evaluation needs to be considered and integrated systematically into each stage of this training cycle – from analysis through to the planning, design, development and implementation. As such, a gender-transformative approach to evaluation of training for gender equality requires a new way of thinking about evaluating training that engages more explicitly with power dynamics and institutional change/resistance/inertia. This means that the evaluation of training for gender equality will only be gender-transformative if such an approach guides all stages of the training cycle.

Training for gender equality is a diverse practice, incorporating a range of timescales, formats and approaches. Nevertheless, despite the form and scope, a gender-transformative approach should be considered as a guiding framework for evaluating training for gender equality. In the following discussion, lessons are drawn from the field of training for gender

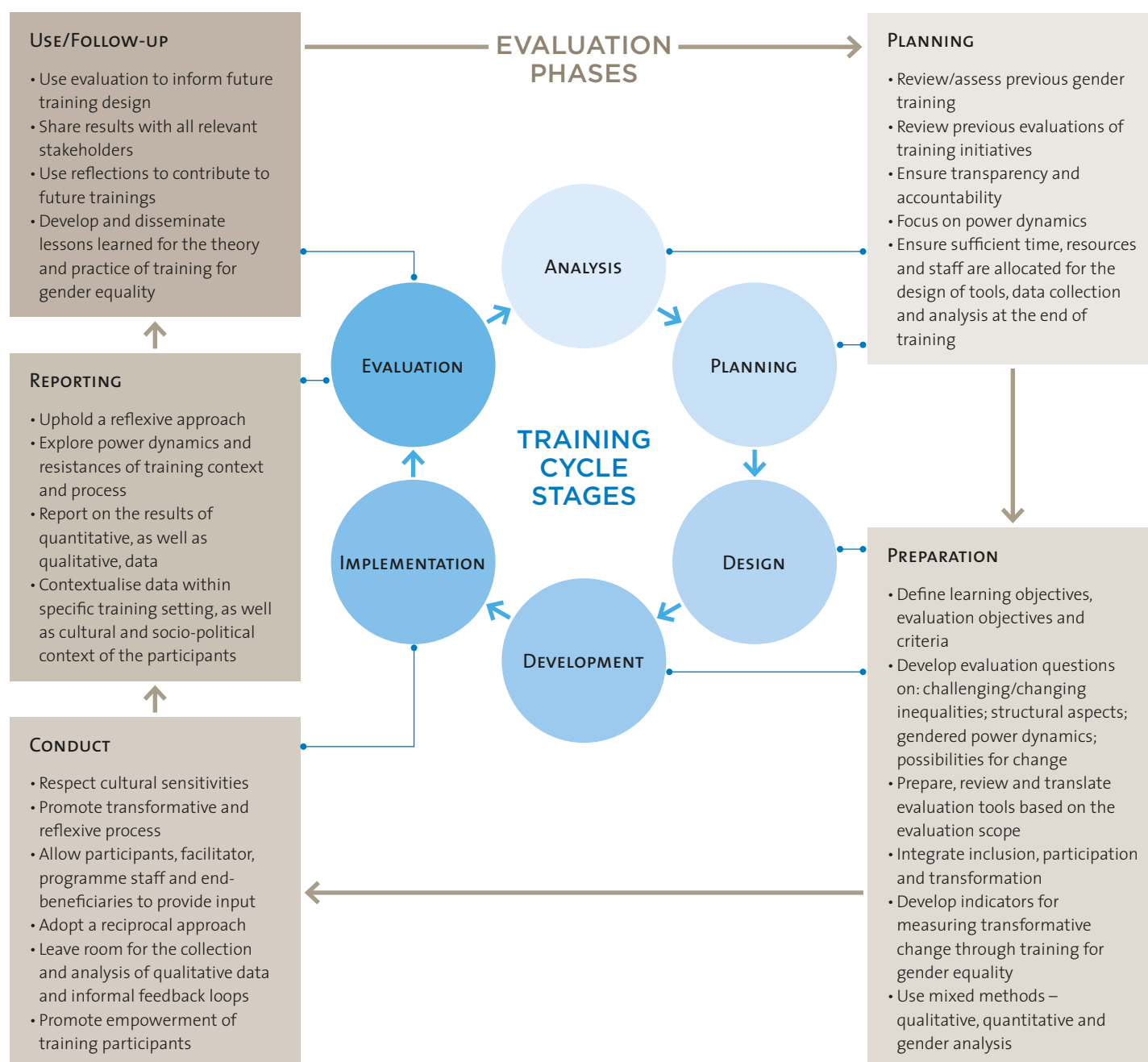
FIGURE 5
The Stages of the Training Cycle



Source: UN Women Training Centre (2016) *Typology on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

equality and, where relevant, from gender-transformative evaluation. In order to clarify the linkages between evaluation and the training cycle, Figure 6 shows how the different stages of the training cycle and phases of the evaluation process map onto each other. These are now outlined in detail below.

FIGURE 6
Mapping the Stages of the Training Cycle and Phases of Evaluation



Source: author's own elaboration.

Analysis Stage of the Training Cycle/ Planning Phase of an Evaluation

During the planning stage of the training cycle, we lay the groundwork for more than just the design and delivery of the training – we plan our evaluation as well. Planning an evaluation requires some basic aspects of good practice across the field of evaluation – for example, addressing the UNEG evaluation criteria of relevance, effectiveness, efficiency, sustainability and impact.²⁷ A gender-transformative evaluation should also conduct the following in this planning phase: develop a statement of evaluation questions; recognise power relations and identify the structural causes of inequality and discrimination; and include participatory and reflective processes by engaging stakeholders.²⁸

In terms of training for gender equality, the evaluation planning stage can be guided by some key preliminary questions:²⁹

- Who is being targeted by the training, and what are their key characteristics, i.e. needs, gender, age, background, workplace seniority, and the context in which they live and work?
- What kinds of methods and measures will be employed to enable the training to contribute to transformative change?
- How will the training work towards change that is sustainable over time?
- Is the training embedded in a broader change process in which training complements, and is complemented by, other activities?
- Are the decision-makers who control the human and financial resources needed to support institutional

change for gender equality on board with the training and broader change process?

- Does the training engage participants working at all levels, to ensure that change is both top-down and bottom-up?
- How will the training be followed up to ensure that change is sustainable?
- How can resistances be pre-empted and tackled?
- Is this the right time to conduct this training? For example, if there are no relevant policies or protocols in place to support the objectives of the training, should we consider recommending that this be conducted before a training is commissioned?

Thus, the “planning phase” of the evaluation process maps onto the first stage of the training cycle – **Analysis and Planning**. This first stage involves assessing feasibility and learning needs; and recruiting participants and facilitators, organising logistics, and conceptualising the technical training content. Initial discussions and negotiations with the institution or department commissioning the training provide a window for maximising the potential of training to contribute to transformative change. As argued in the Working Paper on Feminist Pedagogies, a key challenge to acknowledge here is a pervading resistance to the term ‘feminism’ from many institutions, including those which commission training for gender equality. Lombardo and Mergaert’s work on resistances teases out the complexities of gender training processes, showing how “even trainings that are supposedly “about transferring knowledge”, and not “about attitude change”, are in fact “about political positions towards gender equality”.³⁰ As such, those establishing the parameters of the training need to apply a flexible approach, whilst maintaining an over-arching commitment to a feminist project

27 United Nations Evaluation Group (UNEG) (2008) *UNEG Code of Conduct for Evaluation in the UN System*, New York: UNEG.

28 Chigateri, S. and Saha, S. (Eds.) *A Resource Pack on Gender Transformative Evaluations*, New Delhi: Institute of Social Studies Trust (ISST).

29 UN Women Training Centre (2017) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality, 24 April – 19 May 2017*, Santo Domingo: UN Women Training Centre.

30 Lombardo, E. and Mergaert, L. (2016) “Resistance in Gender Training and Mainstreaming Processes”, in M. Bustelo, L. Ferguson and M. Forest (Eds.) *The Politics of Feminist Knowledge Transfer: Gender Training and Gender Expertise*, Basingstoke and New York: Palgrave Macmillan, p. 67-68.

of transformative social change.³¹ In addition, this requires time in advance of the training to explore these issues, in particular when it is an on-demand training.

“A clear and common understanding of what transformation towards gender equality means is the basis of a well-designed training. Additionally, specific knowledge, attitudes and skills need to be defined prior to determining what to actually measure in an evaluation for TfGE. Gender relations are dynamic and highly culturally dependent. Therefore, it is important to identify context-specific gendered dynamics and dimensions. These need to be included not only in the training but also in its evaluation in order to adapt the indicators of success to their specific context. Participants that are able to identify gender differences and inequalities after a training may have either learnt a lot, or nothing new, depending on their previous background, knowledge and context.”³²

In order to set the stage for gender-transformative evaluation of the training process, a number of practical aspects can be considered during this phase:

- Define the perimeters of the training context, type of training and profiles of training participants – see *Typology of Training for Gender Equality* – and set out how these are likely to influence what can be evaluated and how, including which questions and tools are to be selected
- Explore a possible Theory of Change for this specific training context and requirements – see Working Paper on *Theory of Change for Training for Gender Equality* – and discuss this with commissioners and participants. It should be noted that currently most training programmes include learning objectives rather than a Theory of Change, and this is something that requires further exploration.
- Define mechanisms for collecting qualitative and quantitative data – for example, characteristics of

training participants; learning outcomes in terms of different characteristics of participants, etc.; and on the impact of the training

- Integrate evaluation questions into the analysis phase, ensuring that these can be used as a baseline for tracking and monitoring change.
- One-off trainings that are akin to “check-list” or “tick box exercises” cannot evoke meaningful change that is sustainable over time. Transformative training requires a continuous process of learning, employing reflective tools, fostering participation, and “*forging alliances between the private and professional selves*”. Thus, a **feminist approach** to training is an essential condition for change. This involves feminist pedagogies that uphold participatory reflection and collective knowledge creation; that address power structures and social norms; that deconstruct the “gendered self”; and that champion women’s empowerment.
- Training should be approached **strategically**, considering all the actors and elements involved. This helps tread a line between adapting training to local contexts – e.g. when we may have to side step issues deemed “too critical” – and falling prey to cultural relativism. For instance, as discussed above, lasting institutional change means making gender part and parcel of an organisation’s “DNA”. This is facilitated by integrating training for gender equality within wider change strategies – such as concrete projects for organisational or community-level change. This makes change through training sustainable over time, while following-up with learners to monitor long-term individual and institutional transformation.
- Decision-makers control need to be involved in training processes – whether senior managers in an organisation, government officials, or community leaders. Given the power dynamics at the management-level, training initiatives have to be strategic when dealing with managers, forging the right alliances and making the right arguments.

31 UN Women Training Centre (2017) *Feminist Pedagogies in Training for Gender Equality*. Prepared by Dr L. Ferguson, Santo Domingo: UN Women Training Centre. Available: <https://trainingcentre.unwomen.org/mod/data/view.php?id=46&rid=5680&filter=1>

32 UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

For example, trainers can engage with managers through one-on-one dialogue and on-the-job support rather than traditional workshop sessions.

- Individual-level change among training participants is also key. If trainees feel that gender *matters* – as workers and as individuals – they will not be able to ignore gender inequality in their work or private lives. Bottom-up change through training can sustain wider institutional change and fosters ownership of change on the ground. In most cases, a dual approach is needed to engage both individuals and decision-makers. For change at one level to foster change at other levels, knowledge must be shared between these levels. Moreover, training participants need to be reminded that they are obliged by a number of national and international laws to work towards eliminating gender inequality in their work.
- Follow-up after training initiatives is vital to gauge and sustain change over time. As noted above, integrating training within broader change processes helps to make training sustainable while facilitating follow-up with participants. It also reinforces willingness for change among individuals, organisations, communities and decision-makers. Both training and broader change processes require management support. However, while the UN Women Training Centre can highlight this to commissioning organisations, it is not always possible to influence this, for a range of reasons.
- By challenging the status quo and addressing power relations, training for gender equality invariably prompts resistances. Engaging with these resistances is an important part of training processes. It requires trainers to deconstruct their own biases and generate knowledge collectively with participants. Building alliances, with decision-makers and staff – particularly men – is a key strategy for addressing resistances towards lasting, positive change. For instance, as many organisations are resistant to the term “feminist”, trainers can employ feminist approaches without referring to them as “feminist”.

Design and Development Stage of the Training Cycle/Preparation Phase of an Evaluation

The preparation phase of an evaluation relates primarily to **Design and Development** stage of the training cycle, and should go hand in hand with curriculum development processes which follow feminist pedagogical principles (see working paper). These components of the preparation stage of evaluation will now be discussed in relation to training for gender equality.

Define evaluation objectives and criteria: In terms of **objectives** for the evaluation of training for gender equality, this involves being clear on the purpose of the evaluation and setting a limited number of clearly formulated objectives which consider the scope and context of the training scenario. Evaluation objectives should not be confused with learning objectives here, as these are two separate aspects of the training process. It is important that the relationship between training and broader change programmes is included at this stage, to ensure that this does not get lost as the training and evaluation processes proceed. Standard **criteria** for evaluation in UN contexts are relevance, effectiveness, efficiency, sustainability and impact.³³ For UN Women, further criteria include coherence, connectedness, coverage, coordination, innovation, and assessing gender equality, including issues of equality and non-discrimination, participation, inclusion, empowerment, accountability and social transformation. Not all evaluations will cover all five key criteria, and the selection of criteria for each specific evaluation will be justified during the Planning phase. In particular, due to the diverse and varied nature of training type and context, evaluation criteria should be selected according to the specific scenario. It is useful to explore at this stage what kinds of evaluation criteria best match the four principles of feminist pedagogies.

33 United Nations Evaluation Group (UNEG) (2008) *UNEG Ethical Guidelines for Evaluation*, New York: UNEG. Available: <http://www.unevaluation.org/document/detail/102>

TABLE 3

Examples of Evaluation Criteria for training for gender equality

Criteria	Relevance for training for gender equality
RELEVANCE (Extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies)	Assessing the extent to which the training met the needs of the initial training needs assessment; to what extent participants found the training relevant and useful for their work; how the learning was applied; and how the training fit in to broader gender mainstreaming policies/processes.
EFFECTIVENESS (Extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance. Effectiveness assesses the outcome level, intended as an uptake or result of an output.)	Assessing the ways in which the training specifically contributed to broader change processes; identifying specific areas of success and challenges; exploring institutional power dynamics and how these related to the effectiveness of the training programme
EFFICIENCY (Measure of how economically resources/ inputs (funds, expertise, time, etc.) are converted to results.	Assessing whether the implementation and objectives of the training were achieved on time; whether systems for engaging stakeholder and logistical arrangements were timely and cost-effective; whether adequate resources were provided for integrating gender equality into interventions in the longer-term; and the extent to which the allocation and use of resources to targeted groups prioritised women and individuals/groups who are marginalised and/or discriminated against. This can be a challenge for training organisations such as UN Women Training Centre whose work tends not to focus predominantly on marginalised groups. This is an interesting issue for further discussion in the field.
SUSTAINABILITY (Continuation of benefits from a development intervention after its completion, particularly the probability of continued long-term benefits and the benefits' resilience to risk over time)	Assessing how the training programme will continue to be relevant beyond the limits of the specific training scenario; exploring the extent to which training is embedded in broader change processes and power dynamics; and how these questions will be followed up over the short, medium and long-term. An important aspect here, for example, is whether to issues certification at the end of a training, particularly a Training the Trainers. If it is identified that participants need more support over the long term, it may be necessary to delay the delivery of certificates and repeat or further develop the training.
IMPACT (Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, whether intentionally or unintentionally)	Exploring the power dynamics of the training context; assessing to what extent different levels of the organisation supported the overall change process; analysing the role of resistances in the training process and broader gender mainstreaming strategies; reflecting critically on the training process and practice (when possible, include in contract with commissioning organisation); extent to which policy development has been influenced by training initiatives.

Evaluation questions are specific to each training programme and each institutional context. As a rule, 3-5 key evaluation questions are defined. Evaluation questions are explicitly linked to the Theory of Change of each particular training programme, and these should be developed in tandem as an iterative process. For gender-transformative evaluation, key evaluation questions should cover: challenging/ changing inequalities; structural aspects; gendered power dynamics; addressing resistances; and possibilities for change.

UN Women's Handbook suggests key evaluation questions in relation to the evaluation of programmes:

- To what extent is the intervention relevant to the needs and priorities as defined by beneficiaries?
- To what extent were the expected outcomes achieved and how did UN Women contribute towards these?
- To what extent was gender equality and women's empowerment advanced as a result of the intervention?

For example the UN Women Training Centre, in its Annual Report 2015, states that its courses have had the following outcomes:

- Raised awareness of the importance of gender equality;
- Built skills in a range of thematic areas central to advancing gender equality;
- Fostered changes in participants' attitudes, behaviours and practices; and
- Stimulated participant's capacity to collaboratively put their knowledge, motivation and skills into practice. In order to begin to transform their work, communities and daily lives into more gender equitable spaces³⁴.

In this case, evaluation questions would need to be tailored to exploring the ways in which training has

contributed specifically to these outcomes. Once defined, the key evaluation questions can be used as the basis for the development of more detailed questions by the evaluation team. For example, 3-5 further questions may be developed in relation to each of the selected criteria. To date, key evaluation questions for training for gender equality tend to be confined to questions like:

- To what extent did the training programme meet the learning needs of the participants and achieve the learning objectives established?

According to the UN Women Training Centre's *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management*:

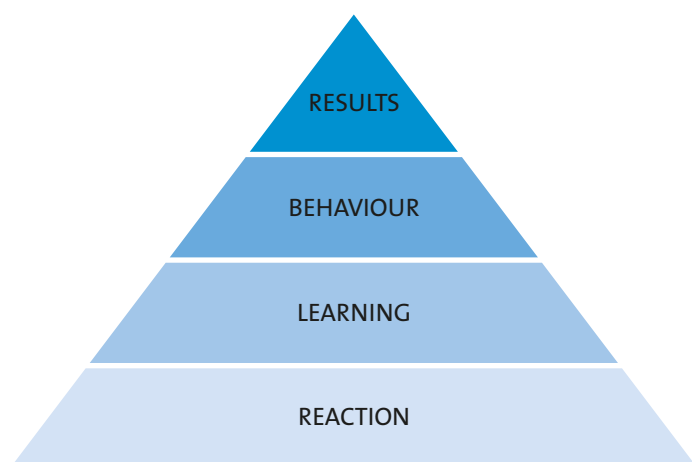
"The main objectives of the evaluation of the trainings conducted by the UNW TC, is to collect information about the content, facilitation, tools, materials, exercises and formats used in trainings for gender equality. Participants, the facilitator and context the course is held in will provide the key information that feeds into monitoring and evaluation reports. As these courses can have different modalities (face-to face; moderated, self-paced or embedded courses), topics (such as masculinities, gender concepts, gender and security sector reform etc.) and audiences (UNW staff, general UN personnel, security personnel etc.) stipulated different levels of capacities (knowledge, attitude and skills), different tools measure different aspects of the learning process, depending on these different factors. Nonetheless, the UNW TC counts on standardized data collection management tools and methods that allow for comparable data and analysis."³⁵

The UN Women Training Centre, for example, currently uses the Kirkpatrick 4-step model to follow individual change triggered through training, as shown in Figure 7.

34 UN Women Training Centre (2015) *UN Women Training Centre 2015 Annual Report*, Santo Domingo: UN Women Training Centre, p. 14.

35 UN Women Training Centre (2016) *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management*, Santo Domingo: UN Women Training Centre.

FIGURE 7
The Kirkpatrick Model of Change



Source: UN Women Training Centre (2016) *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management*, Santo Domingo: UN Women Training Centre.

This model divides individual change into 4 different levels, which subsequently link to each other. It assumes that a positive immediate reaction (1) leads to learning (2), which leads to a behavioural change and consequently to different results, as set out more detail in Box 2.

As argued throughout this paper, the key focus here – as in much evaluation of training for gender equality – is on Reaction, Learning and Behaviour. However, if training for gender equality is understood as a transformative process, we must move beyond such a limited conception of evaluation processes towards truly gender-transformative evaluation – that is, a focus on Stage 4 questions regarding Results. Thus, further key evaluation questions could include, for example:

- In what ways did the training interact with and contribute to broader change processes in gender equality within the organisation?
- What were the key power dynamics at play in facilitating or impeding the impact of the training on transformative change for gender equality?

The **scope of the evaluation** should be realistic and clearly related to the training programme itself, describing what will be included and what will be

BOX 2

Reaction, learning, behaviour, result

1. REACTION:

To what extent did learners like the training (measuring satisfaction levels)? This immediate level of effect focuses on the perception of training by the participants and their satisfaction levels. When evaluating reactions, trainers work with the after-effects of the emotional perception of training, you determine what impressions it has left.

Key question: What did you like about the training (facilitation, methodology, organization, supporting materials etc.)?

2. LEARNING:

To understand. What facts, techniques, methods of work were mastered as an outcome of the training? Learning can happen at different levels. This tool focuses on knowledge, attitude and skills that can be acquired during a training for gender equality. These three dimensions of input are particularly important as gender relations are based on social dynamics and therefore are based not only on knowledge but also on attitudes and emotions, as well as on social and technical skills.

K – Cognitive capacity: Knowledge – the “what” do we need to know or change?

A – Affective capacity: Attitude – the “why” do we need to change it?

S – Psychomotor capacity: Skills – the “how” do we apply the knowledge to change it?

Key question: What did you learn during the training (knowledge, attitude, skill)?

3. BEHAVIOUR:

How did learners’ behaviour and actions in the work environment change as an outcome of the training? This level of evaluation is related to the use of knowledge and skills in the work environment.

Key question: How will you apply the capacities obtained during the training?

4. RESULT:

Which of the obtained results of the training are important for the future work of the learners

Results refer to changes in practices, policies, documents that can be attributed to the training. The adoption of a new institutional gender policy, the establishment of a network of gender focal points, can be examples of such results.

Key question: What has institutionally changed since the training?

Source: UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

excluded from the evaluation. This includes defining the timing; timeframe; geography; programmatic or project coverage; thematic coverage; and the limitations of the evaluation. In the case of training for gender equality, it is important to be clear that the evaluation aims to *assess the impact of training specifically, rather to evaluate the broader change processes themselves*. That is, the evaluation should explore the extent to which training contributes to change processes, but a comprehensive evaluation of such processes would be beyond the scope.

As clearly stated in the UN Women Training Centre *Evaluation Tool for Training for Gender Equality*:

*“An evaluation needs to frame its analysis within the context the training was designed in. The above questions help to identify such frame and context. A training cannot be judged by the issues that were not known prior to the training. An evaluation can therefore only measure the KAS that were taken into consideration and have been addressed during the training in comparison to the assessment and analysis done before the training”.*³⁶

The **evaluation design** should incorporate a gender-transformative process and methods, focusing on participation and reflexivity. This means taking steps to ensure that both training commissioners and participants are actively involved in the evaluation process, with an ethos of co-creation underpinning the evaluation. Space needs to be carved out for discussing and addressing power dynamics, so this should be factored in to the initial design.

“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.”³⁷ The UN Women Training Centre uses a combination of the following tools to collect such baseline data:

- 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. 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.
- 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.
- 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.³⁸

Some guidelines on evaluation design from the UN Women Training Centre Training Manual include³⁹:

- Consult organizational policies and plans in order to ensure that the training project meets the stated outcomes, outputs and indicators
- Determine the reporting criteria in the design phase, in order to build in gathering of the necessary information in the monitoring and evaluation strategy
- Determine the training project’s own outputs, outcomes, indicators, deadlines and budget – as this will be monitored and evaluated.

³⁶ UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

³⁷ UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

³⁸ Ibid.

³⁹ Ibid.

- Ensure that the course outline provides guidance on what data needs to be collected (including the number of participants, their basic information and completion rate).
- Include 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 post-test along with monitoring exercises inside each learning module.
- 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.

With UN evaluations, some form of **indicators** are usually established in order to map an initiative's inputs, outputs and outcomes. In training for gender equality, indicators will need to be context-specific depending on the scope and purpose of the particular training programme. The term "indicators" can be interpreted in a number of ways, and does not necessarily have to imply a technocratic or positivist approach, but rather provides a baseline and benchmark against which to measure change. For example, the UN Women Training Centre uses Bloom's taxonomy to explore whether the learning objectives have been met (see Table 4):

TABLE 4
Example of Training Objectives Indicators based on Bloom's Taxonomy

Domain	Capacity examples	Learning Objective	Tool of measurement
KNOWLEDGE	knowing, perceiving, applying, analyzing	After the training, participants are able to define gender equality	Post-ante test
ATTITUDE	feelings, affections and emotions, motivation	After the training, participants are aware of unequal power dynamics from a gender perspective	Observation, GEM scale questionnaire
SKILL	putting knowledge in motion or performing a physical task	Afer training, participants are able to develop gender-sensitive indicators	Task, outputs (indicators in project document)

Source: UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

Gender-transformative measures of change specifically examine change with a focus on different identities, experiences, histories and power relations faced by women and men across intersectional characteristics like class, ethnicity, race, sexuality, nationality, religion, etc.⁴⁰ The design of evaluation of training for gender

equality should incorporate this to some extent. This relates to broader questions around integrating intersectional approaches more substantively into training for gender equality, as discussed in the recent UN Women Training Centre Virtual Dialogue and Webinar on Intersectionality.⁴¹

⁴⁰ Hillenbrand, E., Karim, N., Mohanraj, P. and Wu, D. (2015) *Measuring gender-transformative change: A review of literature and promising practices*, Washington: CARE USA. Available: http://www.care.org/sites/default/files/documents/working_paper_aas_gt_change_measurement_fa_lowres.pdf

⁴¹ All of the UN Women Training Centre's virtual dialogues reports and online session recordings can be accessed by joining the Community of Practice for Training on Gender Equality through <https://trainingcentre.unwomen.org/portal/product/community-of-practice-training-for-gender-equality/>

Gender-transformative evaluation processes are guided by a **gender-transformative methodology**. This involves integrating inclusion, participation and transformation, as well as using mixed methods – qualitative, quantitative and gender analysis – which adhere to UNEG Ethical Guidelines. Specific tools and methods will be discussed in more detail below. However, some over-arching methodological principles include:

- Using gender analysis frameworks (e.g. the Harvard analytical framework, gender planning framework, social relations framework, women’s empowerment framework). This may not be feasible for all training types and contexts, but can be conducted where appropriate.
- Drawing upon feminist theory and methodologies
- Appropriate and relevant to both women and men
- Participatory
- Ensure collection of disaggregated data
- Understand the constraints and challenges of informants
- Explore gender roles and power relations
- Respect context and cultural sensitivity.⁴²

Implementation and Evaluation Stages of the Training Cycle/Conducting the Evaluation

Conducting an evaluation begins at the **Implementation** stage, and overlaps into the **Evaluation** stage of the training cycle, as discussed in more detail below. This is the third phase in the evaluation process, which involves an inception sub-phase (encompassing inception meetings; the inception report and the evaluation matrix); stakeholder workshop; data collection and analysis. This involves developing the inception report, which acts as a road map for managing the overall evaluation process. Depending on the scope and breadth of the training, an **inception report** may not be necessary. This can be decided depending on the context, type and purpose of the training.

A key aspect of conducting an evaluation is designing the **evaluation matrix**, which can be revised as the

evaluation and training processes advance. While the evaluation matrix may seem like a somewhat technocratic tool, it serves to clearly plan and justify the evaluation process, thereby ensuring that all necessary aspects are taken into consideration. Table 5 (below) provides an example evaluation matrix by UN Women, adapted for this paper for the purposes of training for gender equality. As with the inception report, it may not be necessary or useful to include all aspects of the evaluation matrix, and this will vary depending on training context.

Following the design of the evaluation matrix, **data collection** and **data analysis** are carried out. As discussed below, a number of tools and methods can be used for this, including questionnaires, interviews, surveys and activities conducted during the training.

In terms of the training cycle, for gender-transformative evaluation to be participatory, participation needs to be built into the training design process. Moreover, feminist pedagogical principles can be combined with the principles of gender-transformative evaluation in order to create an atmosphere of mutual learning on change during the training. That is, evaluation becomes something that is naturally built in to the training process, developing a co-creation process which facilitates participation and critical reflection on existing power dynamics and the possibilities of change. As set out in the UN Women Training Centre *Evaluation Tool for Training for Gender Equality: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*:

“Especially during face-to-face trainings, feedback sessions in which the facilitator receives real-time feedback are extremely valuable to monitor the delivery of the training. While the feedback can feed into the end-of-training evaluation it also allows the trainer to adapt and change training content and methodology more precisely to the trainees’ needs. It is important to pay special attention to participants who may be shy to contribute and express their opinion and feedback.

42 UN Women (2015) *How To Manage Gender-Responsive Evaluation: Evaluation Handbook*, New York: UN Women.

Tests and exercises during the training that include questions that demonstrate the knowledge, attitudes and skills around gender issues can provide important input and background to evaluation results after the training. Learning objectives and benchmarks can be double checked and adjustments made. Additionally, evaluation reports benefit from the input from feedback sessions, especially to explain eventual changes in the training plan but also possible negative or unexpected evaluation results”.⁴³

In practice, this requires highly skilled, experienced trainers, as discussed in the working papers on pedagogies and quality. Considerations for integrating feminist pedagogical principles and gender-transformative evaluation include:

- Promoting **participation** by positioning the trainer as a ‘feminist pedagogue’, i.e. working at all times in a dual role as facilitator and learner. This requires cultivating a ‘feminist classroom’, in which difference and diversity are celebrated whilst fostering a culture of debate and contestation. Evaluation can

TABLE 5
Example of an evaluation matrix, adapted specifically for Training for Gender Equality

Evaluation criteria	Key question(s)	Sub-question(s)	Indicator(s)	Data collection method(s)	Data source	Assumptions
RELEVANCE	To what extent did the training meet the learning objectives?	How did the participants engage with the training in terms of Knowledge, Attitude and Skill?	<ul style="list-style-type: none"> • Achievement of learning objectives • Successful completion of the course 	<ul style="list-style-type: none"> • Evaluation exercises conducted during training • Pre- and post-evaluation questionnaires 	<ul style="list-style-type: none"> • Training Needs Assessment • Pre- and post-evaluation questionnaires 	<ul style="list-style-type: none"> • Participants complete the necessary evaluation procedures and documentation
EFFECTIVENESS	How has the training contributed to broader change processes?	What are enabling and limiting factors that contributed to the contribution of the training broader change processes? What actions can be taken to increase the impact of training?	<ul style="list-style-type: none"> • Training integrated into broader gender equality plan • Impact of training on future policy/processes 	<ul style="list-style-type: none"> • Document analysis (gender equality plans, capacity development strategy, etc.) • Interviews • Methods such as Most Significant Change approach (see below) 	<ul style="list-style-type: none"> • Institutional documentation • Training participants • Senior managers 	<ul style="list-style-type: none"> • Training is part of a broader gender equality strategy • Support for training by senior management of institution in terms of resources and political will

Source: Adapted from UN Women (2015) *How to Manage Gender-Responsive Evaluation: Evaluation Handbook*, New York: UN Women Independent Evaluation Office.

43 UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

be a core aspect of this participation, as trainees are invited to participate in the construction of the evaluation findings.

- Gender-transformative evaluation approaches can help to **validate and respect the diverse knowledges and experiences** of gender in the training scenario, while maintaining a commitment to feminist political principles and an over-arching agenda of transformation. By allowing participants to share their experiences of change/resistance/inertia, these can be included in the evaluation to ensure that different views are reflected.
- In order to encourage **social justice, activism and accountability**, trainers can engage participants in the assessment of how the training is likely to contribute to broader change processes within the organisation. In this way, participants and managers can be encouraged and empowered to promote change and take responsibility for their role in such processes.
- Evaluation can be used to support the development of **critical thinking and open-mindedness** in training scenarios, by encouraging participants to explore the power dynamics and unequal social and institutional relations within which they are embedded, and explore opportunities for changing these.

Evaluation Stage of the Training Cycle/ Reporting, Use and Follow-up Phase of the Evaluation

This fourth stage in the evaluation process involves presenting **preliminary findings, draft and final reports**. The UN Women Training Centre *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management* states that:

*“For comprehensive reporting the different data sources should be triangulated and contextualized through a) the demographic data collected, b) the assessment of the learning curve by participants, c) the satisfaction survey results and d) additional qualitative information”.*⁴⁴

At the UN Women Training Centre, the trainer in collaboration with monitoring and evaluation personnel is responsible for gathering and analysing all of the information in the previously reviewed evaluation methods. The trainer is then responsible for drafting the training evaluation report. The trainer is also expected to extract and document the new lessons learned in the report.⁴⁵ An example outline for the evaluation report is provided in the UN Women Training Centre *Evaluation Tool for Training for Gender Equality: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality* (see Box 3).

BOX 3

Sample evaluation report outline

1. CONTEXT AND BACKGROUND

Summary of pre-training assessment and situational analysis, including a justification of the training.
Outline of participants and context.

2. PLANNING, DESIGN AND DEVELOPMENT

Definition of learning objectives.
Outline of logistical arrangements, budget, and timeframe.
Content, supporting materials and methodology in relation to learning objective and background of the participants.

3. DELIVERY

Overview about the logistical arrangements, training agenda and content.
Reflections about the delivery, facilitation and course participation.

4. EVALUATION

Outline all the tools used, the results, and interpretation and contextualization of the data demonstrated.
Add medium and long term follow-up.
Add qualitative quotes of the participants about the training and what they have learnt.

5. ANNEXES

Participants List.
Agenda.
Evaluation tools (examples).

Source: UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

44 UN Women Training Centre (2016) *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management*, Santo Domingo: UN Women Training Centre.

45 UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

Following the production of the draft evaluation report, stakeholders should be engaged in the review process. Once the findings of the evaluation have been analysed these can be shared with training commissioners and participants to obtain feedback and validation of the findings. A gender-transformative approach should uphold a reflexive approach, including a critical analysis of **both the training process and the evaluation process**. This process can also explore the power dynamics involved in conducting the evaluation itself; and resistances and blockages that emerged; and set out the limits to the neutrality of evaluation. **Recommendations** can also be circulated as widely as possible, in order to reflect on the successes and challenges of the training programme, and how these experiences can support the contribution of maximising the impact of training on broader gender equality processes.

The final phase of the evaluation process – **use and follow-up** – is particularly important in training for gender equality. However, as argued in the Introduction, this phase has, to date, often been neglected, particularly given the lack of budgets for evaluation in training initiatives. As noted in the UN Women Training Centre Training Manual 2017,

“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. 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.”⁴⁶

In a standard evaluation process, this stage involves the management’s response; the dissemination of the evaluation products; and following up on the implementation of the management response. However, as evaluation in training for gender equality may be less formal – or less well-resourced – there may not be a formal management response mechanism built into the evaluation. This could, for example, be considered at the planning stage, to ensure that senior managers are engaged in assessing the contribution of training to broader programmes, and promoting a frank discussion on resistances and obstacles to change, as well as exploring enabling factors. In this way, practitioners would have more information to demonstrate how training contributes to gender equality in concrete ways, and also the key challenges for maximising its impact. This process can also incorporate a review of the Theory of Change for the training programme, reflecting on the assumptions and outcomes and exploring how theories of change for training for gender equality can be improved.

“After the training, what next? What about the will of those people [...with] power? [...] The follow-up that we are speaking of can be effective [only] in case there is leadership will.” – FORUM PARTICIPANT, VIRTUAL DIALOGUE⁴⁷

In a gender-transformative evaluation of training for gender equality, the evaluation would be used

⁴⁶ Ibid.

⁴⁷ UN Women Training Centre (2017) *Final Report: Virtual Dialogue on Understanding Change through Training for Gender Equality*, 24 April – 19 May 2017, Santo Domingo: UN Women Training Centre.

to inform future policies/actions; the results would be shared with all stakeholders; and the reflections would be used to contribute to the field. As such, a dissemination strategy for both internal and external stakeholders would be built into the evaluation design. In addition, the follow-up stage would integrate a focus on medium- and long-term change through training for gender equality, rather than the short-term outcomes that are currently the concern of most training evaluations. Some considerations for evaluating long-term change include⁴⁸:

- **Analysing multiple levels of change**, from the individual level – e.g. determining whether participants are integrating gender issues into their work – to the household level – e.g. assessing whether men are increasing their share of care work – and finally, the organisational level – e.g. identifying whether training created “change agents” who have sparked a “multiplier effect” and are helping to institutionalise knowledge from the training within the fabric of their organisation.
- **Identifying indicators of sustainability**, such as the involvement of an institution in gender change or

the ability of change to survive staff turnover and the departure of committed gender champions. Developing gender markers within organisations on the impact of commitments, communications and processes on gender equality can help to assess the long-term sustainability of change through training.

- **Following-up by supporting participants to implement expected changes and by documenting their experiences.** This may be facilitated by seeking to create communities who can mutually encourage the implementation of institutional change. As discussed across this paper, bringing about such change involves developing and applying feminist pedagogical practices in a collective and reflexive manner, and disseminating information on these practices and the evaluation’s approach.

The different aspects of the evaluation process and training cycle are now discussed in relation to specific tools and methods that can be used in gender-transformative evaluation of training for gender equality.

⁴⁸ Ibid.

TOOLS AND METHODS FOR EVALUATING TRAINING FOR GENDER EQUALITY

To date, there has been little substantive work on specific tools for gender-transformative evaluation of training for gender equality. This section highlights good practices in gender-transformative evaluation from the UN Women Training Centre and other organisations. The tools are presented in line with the four different levels of the evaluation of training used

by the UN Women Training Centre: Reaction; Learning; Behaviour; Results (Impact). As argued throughout the paper, evaluation tools for the first three levels are reasonably well developed. However, we are still lacking tools and methods for engaging substantively with the evaluation of Results/Impact. Some preliminary suggestions for bridging this gap are offered here.

Reaction

“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.”⁴⁹

Sample tools used by UN Women Training Centre include:

- *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 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.

- *Training facilitator survey*: This is a standardized written questionnaire including open and closed-ended questions that all training facilitators, including training moderators, should answer. Sample questions include:
 - What would you highlight as good practice emerging from this training?
 - What did not go well?
 - What lessons can be learned from this training?⁵⁰

In terms of the facilitator interview, the UN Women Training Centre Evaluation Tool proposes that:

49 UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

50 Ibid.

“It is important that such interview also leaves space to provide in-depth input in terms of how to improve the training, materials and tools, as well as to identify good practices and lessons learned. In order to assure the quality in development and delivery of the training tools, methods and training sessions, the input by the facilitators who conduct the training is crucial. They are in direct contact with the participants and have the potential capacity to compare courses to other capacity development activities. Following-up

after the training sessions have ended and a holding transparent dialogue about the different training components contribute to a participatory learning process. If you are the trainer and training manager of the training, it may be worthwhile to write your observations down and include them in the final evaluation report.”⁵¹

A more detailed exercise from the UN Women Training Centre’s Evaluation Tool is provided in Annex 1.

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”.⁵²

Sample tools used by UN Women Training Centre include:

- **Tests:** 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.
- **Exercises:** For practicing and evaluating 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.

- **Learning curve:** More a method of data analysis than an evaluation tool, trainers can plot self-assessed and externally-assessed learning curves through analysing data from the course registration form in comparison to the participant feedback survey and pre- and post- training tests. 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.

As stated in the Monitoring and Evaluation Framework for Training for Gender Equality:

⁵¹ UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

⁵² UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

“It is particularly important to have a clear institutional vision of what these levels of knowledge, attitude and skills mean and how these are defined through individual indicators/items. During the validation process of this particular tool, it became clear that the training offered by the Training Centre will differ immensely depending on the specific audience, and learning objectives. While some training activities may be very technical and designed for an audience with previous knowledge about gender issues (such as the care economy course) others mainly aim to stipulate gender sensitivity (masculinity course).”⁵³

- *Bull’s eye exercise:* 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.⁵⁴

A sample UN Women Training Centre Knowledge Assessment Exercise is outlined in Annex 1.

Behaviour

“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 behaviour of participants that can be linked to the training. In order to measure change, a baseline is needed. Behavioural changes are notoriously difficult to measure and even harder to prove causality with the training as the factor that triggered the change. In addition, behavioural changes generally only occur if conditions are favourable, 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 behavioural changes.”⁵⁵

Despite these challenges, a number of tools are available for evaluating changes in behaviour through training for gender equality, including the following from the UN Women Training Centre:

- *Monitoring exercise with movement:* Another exercise to check in with participants, involves forming a circle and passing a ball. The person with the ball shares 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 kinaesthetic learning

styles. While this exercise also measures Learning, it can focus more on the application of learning and, as such, is useful for measuring behavioural change.

The attitude test developed for the masculinities course in June 2014, for example, was inspired by the *Gender Equitable Men* approach, as outlined in Box 4.

During a recent UN Women Training Centre Virtual Dialogue on change, Claudy Vouhe of the *Genre en Action* Network highlighted the “**gendered autobiography**” method, a useful tool to bridge the gap between awareness of inequality and willingness to engage in

53 UN Women Training Centre (2016) *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management*, Santo Domingo: UN Women Training Centre.

54 UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

55 Ibid.

BOX 4

Good practice: Promundo's Gender-Equitable Men Scale

As featured in the Compendium of Good Practices, Promundo's Gender-Equitable Men Scale has been used by the NGO in their trainings to measure changes in participants' attitudes and beliefs in terms of gender norms, roles and relations. It has been used both as an ex-ante and ex-post evaluation scale.

The scale is underscored by Promundo's transformative approach that treats participants as active agents of change who construct knowledge alongside facilitators, implying a circulation of knowledge, rather than merely its transfer from trainer to trainee.

Trainers facilitate this process, drawing out critical reflections by digging deeper into the "whys" behind gender, power, privilege, and equality.

Taking participants out of their comfort zones in this way is a key means of promoting deeper contemplation of power relations and how these intersect with gender, race, sexual orientation, socio-economic status, and age, etc.

The evaluation process can contribute to the development of critical thinking and open-mindedness by including critical questions that invoke reflection among participants.

This involves going beyond an assessment or learning or the immediate impact of training, and promoting a broad reflection on the power dynamics of the institution and broader context of the training.

Source: UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality*, Santo Domingo: UN Women Training Centre. Available: https://trainingcentre.unwomen.org/pluginfile.php/72/mod_data/content/26773/COMPENDIO_ONU-M-WEB.pdf

change. This exercise asks trainees to write about how they became gendered persons – reflecting on their experiences throughout their lives, and whether they have complied with, or defied, gender norms. They then share how they felt upon analysing the construction of their "gendered selves". This enables trainees to clearly see how social norms affect their lives, how they may

have been complacent about gender inequality, and how they themselves are the result of a gendered process. This can then be developed into a collective reflection on how participants' behaviour may or may not change as a result of the learning that has taken place during the training process.

Results/Impact

"Impact goes beyond the achievement of learning results and the satisfaction of the training participants. Impact is rather the fruit of what the participants learned; the effect their actions have when they apply the knowledge, attitude and skills obtained through the training. Therefore, impact is most often only visible after an indefinite time period following the training and it is difficult to clearly attribute it to the training itself".⁵⁶

⁵⁶ UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

Key issues to bear in mind for measuring impact – as highlighted in the *Evaluation Tool* – include:

- Measuring attributions to impact with respect to TfGE means to not only compare the pre-set learning objective to the capacity enhanced after the training, but also the change in behaviour and the social and institutional changes that occur due to the increased knowledge, attitudes and skills of the participants.
- It is a long-term process and observation of what has changed since and due to the training.
- It is important to clarify if an observed change did not only occur AFTER the training happened (correlation) but also BECAUSE (causality) the training happened.

- Evidence-tracking of institutional change, such as gender policies, action plans or the nomination of a gender focal point or unit, can indicate an institutional change that was triggered by a training event. Nonetheless, it may also have had other causes and influences.”⁵⁷

While evaluating the impact of training for gender equality is highly challenging, this is necessary for demonstrating the relevance and value of training for change. One experience from the *Compendium of Good Practices* shows how Yellow Window work on maximising impact through adopting a peer review approach (see Box 5).

BOX 5

Yellow Window’s peer review approach

This involved facilitators attending each other’s trainings, especially in the initial phases of the initiative. They did so both to support one another, for instance by assisting participants during group exercises, as well as to observe and facilitate quality control. Following each session, the team discussed these observations and assessed how best to adapt future sessions in order to make the best of each one-day intervention. On-going evaluation throughout the training also enabled Yellow Window to adapt over time – moving from a “research community format”, involving work on actual documents, to a “multiplier format”, focusing on advocacy skills and dealing with resistances, which enabled for a more political approach to the training.

Promoting social justice, activism and accountability is another key aspect of this experience which, for example, asked participants to develop personal gender equality action plans setting out how they will build on the training in their daily work and life. These can be followed up collectively among the participants and other colleagues or peers, or as in Yellow Window’s reflexive evaluation process that allows for a greater focus on advocacy skills and power dynamics as the training curriculum develops over time. After the training, however, the follow-up phase relied on questionnaires submitted six months after the training to inquire how trainees had applied their learning. There was no in-depth mechanism for monitoring how the training had affected their work beyond this.

Source: UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality*, Santo Domingo: UN Women Training Centre. Available: https://trainingcentre.unwomen.org/pluginfile.php/72/mod_data/content/26773/COMPENDIO_UNU-M-WEB.pdf

This experience from Yellow Window highlights again the challenges of measuring impact, and the

importance of concrete, explicit measures for continuous monitoring and evaluation beyond the training

⁵⁷ Ibid.

scenario. In another example from the *Compendium of Good Practices*, the Brazilian NGO Mupan arranged an end-of-course meeting, which enabled participants to report on their experiences and interactions with their communities. This gathering sought to increase participants' feeling of belonging, the development of a network between them, and provide an opportunity to collectively evaluate Mupan's training course according to its guiding participatory principals.⁵⁸ The UN Women Training Centre/ITC-ILO's Blended Course "Empowering UN System Gender Focal Points" – also featured in the *Compendium* – demonstrates how evaluation can lead to more substantive mechanisms for change. The outcomes of the course were evaluated through questionnaires, interviews, and testimonies. Results included participants' increased knowledge of gender equality and its relevance for their work as Gender Focal Points; as well as improved advocacy skills and abilities to liaise with management towards the implementation of gender equality actions in their agencies. The course also led to the development of support networks of Gender Focal Points within and between agencies. These contribute to the institutionalisation of knowledge from the training, acting as an impetus for participants to keep learning by exchanging information and lessons learnt. Following the course, there were increased demands for further technical support, both from Gender Focal Points and UN agencies in general, to help mainstream gender within agencies' procedures (internal) and programmatic actions (external). In response, the UN Women Training Centre and ITC-ILO developed a "Training of Trainers" initiative geared towards 25 members of UN Women's field staff. Its objective is to train UN Women personnel to provide training for Gender Focal Points

connected to their field offices, from different agencies and world regions. This is envisioned as a means of continuing with the course and maximising its impact across the UN.⁵⁹

One tool currently being used by the UN Women Training Centre is the **Most Significant Change Technique**, following emerging best practice in gender-transformative evaluation. This approach is a form of participatory evaluation which occurs throughout the programme cycle and engages many project stakeholders in deciding the kinds of change to be recorded and in analysing data.⁶⁰ In terms of training, this technique allows participants themselves to determine the kind of changes should be measured, rather than working with pre-defined indicators. It supports participants in collecting and systematically selecting significant change stories emanating from the training, all while discussing the value of change. As set out in the *Evaluation Tool*:

*"Story-telling based on the Most-Significant-Change methodology also helps to establish the link between a narrative of change with a specific intervention, by asking the question: "What is the most significant change (towards ending violence against women) that occurred during and after the training?" Stories of significant change are collected and selected to provide qualitative input about the Intervention's attribution to change through individual narratives. The stories collected are then run through a selection committee and chosen to complement quantitative data. This method allows contextualizing other data and gaining a deeper understanding of the different levels the individual can benefit from the training given."*⁶¹

58 UN Women Training Centre (2016) *Compendium of Good Practices in Training for Gender Equality*, Santo Domingo: UN Women Training Centre. Available: https://trainingcentre.unwomen.org/pluginfile.php/72/mod_data/content/26773/COMPENDIO_ONU-M-WEB.pdf

59 Ibid.

60 Davies, R. and Dart, J. (2005) *The 'Most Significant Change' (MSC) Technique: A Guide to its Use*. Retrieved from: <http://mande.co.uk/docs/MSCGuide.pdf> [2 February, 2017].

61 UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

BOX 6

Sample evaluation report outline

UN Women Training Centre's Evaluation Tool offers a number of tips for following up with participants on the impact of the training:

- 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.
- Stay in touch over email or as a group through social media and/or a community of practice to exchange on the activities done after the training.
- Collect good practices and lessons learned from participants after they implemented some of the suggested activities.
- Allow space for narratives about personal growth and storytelling (Most Significant Change methodology)
- Share updates on issues during the training (new gender policies, resolutions or materials, for example).
- Plan a follow-up meeting or workshop in which you leave space for participants to exchange on the challenges and entry points to foster and mainstream gender in their organizations and individual working and living contexts.

Source: UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

However, as argued throughout this paper, gender-transformative evaluation is not merely about applying specific methods or tools. Rather, it involves a systematic engagement with the politics of change throughout both the evaluation process and the training cycle. As argued in the Evaluation Tool – “evaluation processes need to be linked more systematically to theories of change and transformation, at both the individual and institutional level.”⁶² As such, this means that evaluating the Impact of training should not be considered an afterthought or a final stage or “level” of evaluation. Results and impact need to be embedded in the evaluation process from the very first stage. This means integrating gender-transformative evaluation principles into **all tools and methods**, not just those related to Behaviour and Results/Impact.

Taking the example of the most basic and commonly used evaluation tools for training for gender equality ex-ante and ex-post questionnaires – these can be developed in line with gender-transformative evaluation principles to ensure that they tackle issues such as intersectionality, power dynamics and resistances. Such tools can then be used to more effectively assess the impact of the training on participants, as well as to situate the training much more specifically within broader institutional change processes. This means the power dynamics of both the training process and other processes of individual and institutional change are highlighted and engaged with from the outset.

62 Ibid.

STATEMENT: GUIDANCE ON GENDER-TRANSFORMATIVE EVALUATION OF TRAINING FOR GENDER EQUALITY

The UN Women Training Centre is committed to training as a transformative process that contributes to gender equality. In order to contribute to training's transformative potential, the evaluation of training for gender equality must adhere to a methodological approach based on feminist and participatory values and the deconstruction of power relations. While the UN Women Training Centre and other organisations have developed tools and methods for evaluation training for gender equality, these are less developed for evaluating behavioural change and long term impact. In order to meet gender-transformative evaluation principles, evaluation needs to be more systematically integrated into the Training Cycle, and not left for the final Evaluation stage. This means taking into consideration the ways in which evaluation should be included in Analysis, Design and Development, Implementation and Evaluation.

In this paper, the UN Women Training Centre develops a conceptual and methodological approach to gender-transformative evaluation of training for gender equality. This is intended to generate debate, discussion and reflection between key actors in the field of training for gender equality – trainers, researchers, commissioners and training participants. Training for gender equality is a diverse practice, incorporating a range of timescales, formats and approaches. Nevertheless, despite the form and scope, a gender-transformative approach should be considered as a guiding framework for evaluating training for gender equality.

The **conceptual framework** is grounded in a number of key principles of gender-transformative and feminist evaluation:

- A focus on both the focus/content and the process of evaluation, which – in addition to identifying gender inequalities – examines opportunities for reversing and redressing inequalities;
- Identifying and analysing the inequalities, discriminatory practices and unjust power relations that are central to training for gender equality processes;
- An explicit acknowledgement that evaluation is political;
- Recognition and value of different ways of knowing; and
- A commitment to uncertainty and reflexivity

As such, it is important that evaluating training for gender equality moves beyond merely evaluating the capacities, skills and behaviours of individual participants in training, and works to link these in more explicit ways to broader processes of institutional change. In order to do this, an iterative and inter-dependent approach is proposed between the stages of the training cycle and the phases of evaluation, as set out in the diagram below.

The paper proposes some concrete ways in which gender-transformative evaluation principles can be applied at each stage of the training cycle:

For the Analysis Stage of the Training Cycle/Planning Phase of an Evaluation

- Explore a possible Theory of Change for this specific training context and requirements, and discuss it with commissioners and participants. Guidelines on a Theory of Change for training for gender equality can be found in the Working Paper on this topic
- Review previous evaluations of training initiatives in order to ensure that learning from previous activities is taken into account

- Integrate evaluation questions into the analysis phase, ensuring that these can be used as a baseline for tracking and monitoring change
- Contextualise the evaluation of training for gender equality within wider change strategies – such as concrete projects for organisational or community-level change. This makes change through training sustainable over time, while following-up with learners to monitor long-term individual and institutional transformation.

For the Design and Development Stage of the Training Cycle/Preparation Phase of an Evaluation

- Ensure that the relationship between training and broader change programmes is included at this stage, to ensure that this does not get lost as the training and evaluation processes proceed.
- Design evaluation questions that are specific to each training programme and each institutional context and explicitly linked to the Theory of Change of each particular training programme
- Incorporate the Theory of Change into the development of learning objectives and the overall course design, which can be used for monitoring and evaluation purposes over the course of the training and beyond
- For gender-transformative evaluation, key evaluation questions should cover: challenging/changing inequalities; structural aspects; gendered power dynamics; addressing resistances; and possibilities for change.
- Be clear that the evaluation aims to *assess the impact of training specifically, rather to evaluate the broader change processes themselves*. That is, the evaluation should explore the extent to which training contributes to change processes, but a comprehensive evaluation of such processes would be beyond the scope.
- Incorporate a gender-transformative process and methods into the evaluation design, focusing on participation and reflexivity. This means taking steps to ensure that both training commissioners and participants are actively involved in the evaluation process, with an ethos of co-creation underpinning the evaluation. Space needs to be carved out for discussing and addressing power dynamics, so this should be factored in to the initial design.

- Develop some form of indicators which specifically examine change with a focus on different identities, experiences, histories and power relations faced by women and men across intersectional characteristics like class, ethnicity, race, sexuality, nationality, religion, etc.
- Incorporate gender-transformative methodologies which integrate inclusion, participation and transformation, as well as using mixed methods – qualitative, quantitative and gender analysis.

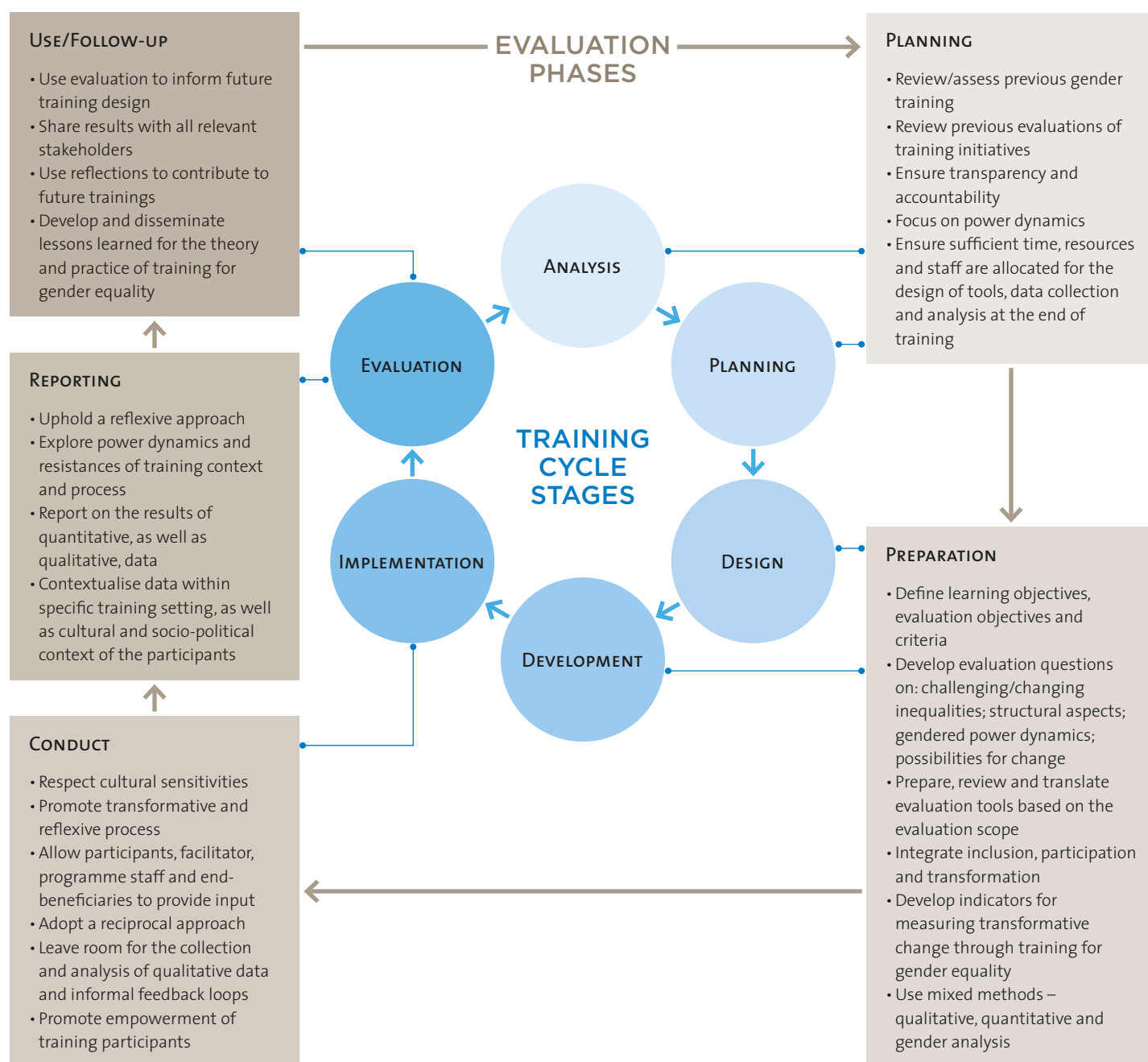
For the Implementation and Evaluation Stages of the Training Cycle/Conducting the Evaluation

- Ensure that the inception report (if used) and evaluation matrix (if used) take into consideration the key principles of gender-transformative evaluation.
- Conduct data collection and data analysis in a way which respects contextual sensitivities; employs a transformative and reflexive approach; use gender analysis frameworks and other innovative methods; promotes reciprocity and participation
- Combine feminist pedagogical principles with the principles of gender-transformative evaluation in order to create an atmosphere of mutual learning on change during the training. As such, evaluation becomes something that is naturally built in to the training process, developing a co-creation process which facilitates participation and critical reflection on existing power dynamics and the possibilities of change. This means allowing participants, facilitators, programme staff and end-beneficiaries to provide input in formal and informal ways throughout the training.

For the Evaluation Stage of the Training Cycle/Reporting, Use and Follow-up Phase of the Evaluation

- Contextualise all data and information collected within the specific training setting, as well as the cultural and socio-political context of the participants. This ensures that the evaluation remains within the original scope, and that concrete points can be made about the impact of the training.
- Once the findings of the evaluation have been analysed these can be shared with training commissioners and participants to obtain feedback and validation of the findings.

FIGURE 8
Mapping the Stages of the Training Cycle and Phases of Evaluation



Source: author's own elaboration.

- Uphold a reflexive approach, including a critical analysis of both the training process and the evaluation process. This process can also explore the power dynamics involved in conducting the evaluation itself; and resistances and blockages that emerged; and set out the limits to the neutrality of evaluation.
- Circulate the recommendations as widely as possible, in order to reflect on the successes and challenges of the training programme, and how these experiences can support the contribution of maximising the impact of training on broader gender equality processes.
- Review the Theory of Change for the training programme, reflecting on the assumptions and

outcomes and exploring how theories of change for training for gender equality can be improved.

The paper argues that gender-transformative evaluation is not merely about applying specific methods or tools. Rather, it involves a systematic engagement with the politics of change throughout both the evaluation process and the training cycle. This means integrating gender-transformative evaluation principles into all tools and methods, not just those related to Behaviour and Results/Impact.

A range of tools and methods can be used for evaluating different aspects of training for gender equality, as set out in Table 6.

TABLE 6
Tools and methods for evaluating different aspects of training for gender equality

Aspect of training to be evaluated	Description	Tools and Methods
REACTION	<ul style="list-style-type: none"> • Collection of information on participants' opinions of the training • This includes what they thought about the training facilitators, content, exercises, materials, venue, catering, accommodation, etc. • Gather lessons learned and make improvements to future courses • Usually performed right after the training session or course 	<ul style="list-style-type: none"> • Participant feedback survey • Training facilitator survey/interview • Feedback Dots
LEARNING	<ul style="list-style-type: none"> • Collect information on whether or not the participants have learned the specific knowledge, skills and attitudes that were set out in the learning outcomes • Baseline data regarding participant's knowledge, skills and attitudes is needed 	<ul style="list-style-type: none"> • Tests • Exercises • Learning curve analysis • Bull's eye exercise

Aspect of training to be evaluated	Description	Tools and Methods
BEHAVIOUR	<ul style="list-style-type: none"> • Collect 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 behaviour of participants that can be linked to the training • In order to measure change, a baseline is needed. • Behavioural changes are notoriously difficult to measure and even harder to prove causality with the training as the factor that triggered the change. Behavioural changes generally only occur if conditions are favourable, 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 behavioural changes 	<ul style="list-style-type: none"> • Monitoring exercise with movement • Head/Heart/Hand activity • Gender Equitable Men approach • Gendered autobiography • Peer review
RESULTS/IMPACT	<ul style="list-style-type: none"> • The fruit of what the participants learned; the effect their actions have when they apply the knowledge, attitude and skills obtained through the training. • Impact is most often only visible after an indefinite time period following the training and it is difficult to clearly attribute it to the training itself • Important to distinguish between correlation and causality • Evidence-tracking of institutional change, such as gender policies, action plans or the nomination of a gender focal point or unit, can indicate an institutional change that was triggered by a training event. Nonetheless, it may also have had other causes and influences. 	<ul style="list-style-type: none"> • Allow space for narratives about personal growth and storytelling (Most Significant Change methodology) • Mechanism for documenting and reporting back on their action plan implementation • Sharing stories of progress, challenges and lessons with other participants, for example through a community of practice • Plan a follow-up meeting or workshop for exploring the challenges and power dynamics involved in implementing change in their specific contexts

With this paper, the UN Women Training Centre sets out preliminary guidelines for a conceptual and methodological approach to gender-transformative evaluation of training for gender equality. A conceptual framework for gender-transformative evaluation of training for gender equality needs to take into account the non-linear, uncertain and ambiguous nature of change. A commitment to feminist transformation, adherence to feminist pedagogical principles and a flexible, dynamic approach

can support a gender-transformative approach to evaluation which in turn informs the practice of training for gender equality. In terms of methodologies, feminist pedagogical principles and practices can be applied at all stages of the evaluation process and training cycle. It is hoped that this paper will lead to a deepening of debates on gender-transformative evaluation and a sharing of good practices to work collectively to demonstrate the impact of training on gender equality.

ANNEX: DETAILED TOOLS AND METHODS FOR GENDER- TRANSFORMATIVE EVALUATION

ANNEX 1

Feedback Exercise “Feedback Dots”

OBJECTIVE: To get an evaluation of a session

ENERGY LEVEL: Calm and reflective

TIME: 10 minutes

SUPPORT MATERIALS: Posters and dots

PREPARATION: Prepare some posters with key questions related to the training content you would like to evaluate. Some of the questions should be answered before the training, some of them after so that you have a comparative view.

STEPS:

1. Before the session, provide participants with stickers, dots, post-its or pens and ask them to answer by a dot in the column they believe to be correct.
2. After the session, do the same with the “After” questions.

NOTE FOR THE FACILITATOR: Questions should be about the knowledge participants have on the subject. It is recommended to attach some “fake” dots (in different colours from the one you provided the participants with, so that you can recognize them), because the first few participants answering might be hesitant to position themselves in some categories.

Source: Suggested by participant during a training of trainers for gender focal points, organized by the UN Women Training Centre and the international Training Centre of the ILO.

ANNEX 2

Sample UN Women Training Centre Knowledge Assessment Exercise

- Conducted at the end of each day of the training, as part of the wrap-up
- Participants are asked a series of review questions to assess whether the day’s learning objectives have been met
- These questions are prepared ahead of time, and should focus both on the thematic content and on the training cycle content
- The respective facilitators of each session ask the review questions to the large group, while a support person passes the microphone around (if necessary) so participants can respond
- While this is certainly an informal evaluation technique, it serves both to gauge whether the knowledge targets are being met and to reinforce key points from the day’s learning.

Source: UN Women Training Centre (2017) *Manual on Training for Gender Equality*, Santo Domingo: UN Women Training Centre.

ANNEX 3

Exercise “Head-Heart-Hand”

OBJECTIVE: To get feedback from participants on how the training is going

ENERGY LEVEL: Calm and reflective

TIME: 10 minutes

SUPPORT MATERIALS: Print the “Head-Heart-Hand” tool you find below

STEPS:

1. Debrief on the day.
2. Provide participants with the feedback tool, give them 10 minutes and ask participants to collect the papers.

NOTE FOR THE FACILITATOR: Make sure participants don’t write their names on the paper; the feedback session must be anonymous.



HEAD

What new do you learn today from the workshop?



HEART

How are you feeling (related to the workshop)?



HAND

What can you do with today’s learning?

Source: UN Women Training Centre (2017) *Evaluation Tool for Training for Gender Equality, 2017: A Short Guide Towards Measuring Capacities and Transformation Towards Gender Equality*, Santo Domingo: UN Women Training Centre.

ANNEX 4

Knowledge/Attitude Test

LOOKING WITHIN: UNDERSTANDING MASCULINITY AND VIOLENCE AGAINST WOMEN AND GIRLS

1. Inequalities between men and women is a result of
 - a. special abilities that men have and women do not have.
 - b. power imbalance between men and women.
 - c. biological differences between men and women.
2. All human rights are equally important because
 - a. one right cannot be fulfilled without other rights.
 - b. they are not related and not connected.
 - c. Governments have said so.
3. Violence against women and girls is a human rights violation because
 - a. it is against the law.
 - b. it prevents women and girls to fully exercise and enjoy their human rights.
 - c. it is committed by men.
4. Gender is not fixed because
 - a. Western ideas promote different diversities.
 - b. men and women are taught how to be a man and a woman by families, communities, societies.
 - c. it is natural.
5. Masculinity refers to
 - a. a way of living for men or a way of being male as defined by the society.
 - b. a natural way of being male because of their nature.
 - c. men and boys.
6. Masculinity can change because
 - a. Feminism is a Western principle.
 - b. it is different from place to place and time to time.
 - c. there are medications for changing male hormones.
7. Violence against women and girls is
 - a. an effective way to correct behaviors.
 - b. nonexistent in developed countries.
 - c. one of many acts that keep a woman or a girl under the control of others.
8. Marital rape is a form of sexual abuse and violence against women because
 - a. it is not consensual, and it is an act that results in physical, sexual, psychological or suffering to women.
 - b. it happens at home.
 - c. the woman has been unfaithful.

9. National laws and policies that allow only sons to inherit properties is an example of
 - a. institutional violence against women and girls.
 - b. discrimination.
 - c. all of the above.
10. Using violence on women and girls is one of many ways to
 - a. educate them.
 - b. maintain men's power, privileges and entitlements.
 - c. to set standards of appropriate behavior.

In your own opinion:	Agree	Partially Agree	Disagree
1. A woman should not move out of the domestic sphere. It is her role to be at home.			
2. There are times when a woman deserves to be beaten.			
3. It is a woman's responsibility to avoid getting pregnant. Men don't have to take care of reproductive issues.			
4. A man should have the final word about decisions in his home.			
5. I would never have a gay or lesbian or transgender friend.			
6. When women get rights they are taking rights away from men.			
7. When a woman is sexually assaulted, she usually did something careless to put herself in that situation.			
8. In any rape case, it is a question whether the victim is promiscuous, has a bad reputation or even fought back.			
9. Gender equality threatens cultures, traditions and identities. They should remain as they are.			
10. A society can be peaceful and prosper even if men and women are not equal.			
11. Women who carry condoms on them are easy.			

Source: UN Women Training Centre (2016) *Monitoring and Evaluation Framework for Training for Gender Equality, Data collection tools and management*, Santo Domingo: UN Women Training Centre.

With a global mandate, the UN Women Training Centre offers transformative training and learning opportunities to support UN agencies and other partners in realising their commitments to gender equality, women's empowerment and women's rights. It is the only UN entity exclusively devoted to Training for Gender Equality. The catalogue of training for gender equality ranges from basic to advanced levels, comes in different modalities (online and face-to-face), different languages (English, Spanish, French and Arabic) and provides possibilities for capacity development in each of UN Women's strategic areas.

The UN Women Training Centre eLearning campus hosts all of these courses and well as a Resources centre that contains a series of Working Papers on Training for Gender Equality, contributing to theoretical and methodological advancements in the field; as well as other tools and resources to develop your own trainings, such as the gender term Glossary (English, Spanish and French).

Through its Community of Practice (CoP) and Training of Trainers (ToT) programmes, the UN Women Training Centre also aims to increase the number of expert facilitators and trainers for gender equality worldwide, providing acknowledgement and certifications for their achievements in compliance with international quality standards.



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