

# EVALUATION TOOL FOR TRAINING FOR GENDER EQUALITY

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A Short Guide Towards Measuring  
Capacities and Transformation  
Towards Gender Equality

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2018



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### ABBREVIATIONS

**GEM scale** Gender Equitable Men Scale

**RBM** Result Based Management

**SGBV** Sexual and Gender-Based Violence

**TfGE** Training for Gender Equality

**UNWTC** UN Women Training Centre

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# 1. INTRODUCTION

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.

This Evaluation Tool was developed to summarize current approaches, concepts and methodologies to measure success and outcomes of training for gender equality (TfGE). It builds on the numerous experiences of the UN Women Training Centre, with developed self-paced online training courses, face-to-face workshops, moderated online tutorials, webinars and training initiatives all around the globe.

The UN Women Training Centre (UNWTC) looks back on a variety of evaluation methods and efforts made through the years in different training contexts, contents and modalities. It recognizes the need to evaluate its own courses, to ensure the highest level of quality but also to contribute to continuous learning and improvement, as well as and knowledge exchange and sharing. The UNWTC recognizes that evaluations are key to effective training delivery, accountability, and continuous enhancement of knowledge.



This tool contains a summary of currently used conceptual frameworks (such as the Kirkpatrick 4-stop-model, theories of change, and Results-Based Management (RBM) result chains), evaluation tools and methods (satisfaction surveys, Gender Equitable Men Scale (GEM scale, interviews, observations and document reviews) as well as data analysis and management. It is by far not a comprehensive research guide. But rather a brief overview of selected approaches and tools that have been useful for the UN Women Training Centre in their evaluation processes. It shall provide a trainer who is committed to promote gender equality with some practical guidance on how to evaluate training initiatives. This tool has some ready-to use tools in its annex, which are embedded in a framework currently used by UN Women and some tips on how to collect and interpret data that provide us with information that indicates if training for gender equality brings the change it is intended to contribute to.

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## 2. WHAT TO MEASURE

*The logic and concepts behind evaluating training for gender equality*

In order to frame an evaluation correctly, choose the rights tools and data analysis methodology, a clear definition of what shall be measured is key. Training for gender equality aims to attribute to social changes and transformation towards gender equality by enhancing knowledge, attitudes and skills.

### TRAINING FOR GENDER EQUALITY IS...

a transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviors. It is a continuous and long-term process that requires political will and commitment of all parties in order to create an inclusive, aware and competent society to promote gender equality. It is a tool and strategy to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development. Training helps men and women to build gender competence and acquire the knowledge and skills necessary for advancing gender equality in their daily lives and work.

**UN Women Training Centre.  
2018 Catalogue of Courses. Santo Domingo**

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. Key terms such as “gender sensitivity”, or “awareness of violent power dynamics”, “militarized masculinities” etc. need a clear definition for the purpose of the training. (A feminist) approach would assure a more profound evaluation on the results but also include those involved in the training and its development while taking into account the multiple identities and complex realities of those who benefit from the training as well as examining and questioning the very power relations and the existing inequalities that the individual training sessions endeavor to address. This is not always realistic in terms of time and budget available for a simple training evaluation. Nonetheless, a reflection of the specific meanings of key terms in each context is key for a clear evaluation outline, goal and methodology.

## Gender neutral

Do not reinforce existing gender inequalities

## Gender-sensitive

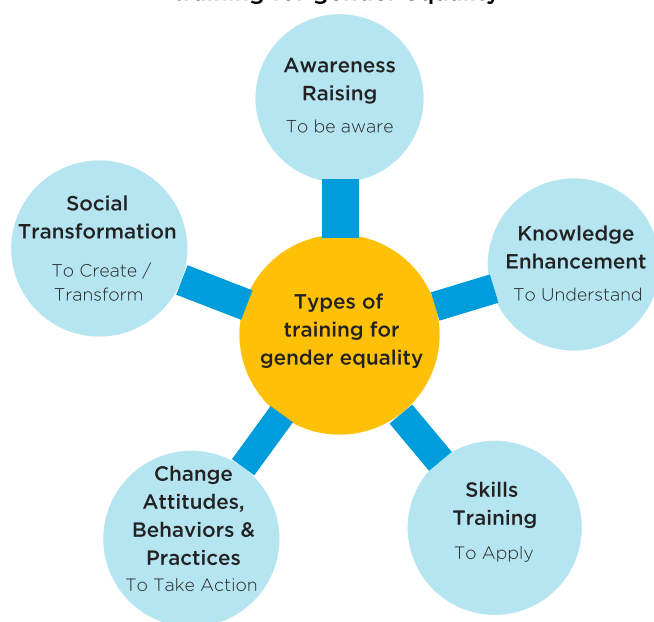
Attempt to redress existing gender inequalities

## Gender-transformative

Attempt to redefine women and men's gender roles and relations

UN Women Training Centre.  
Glossary.

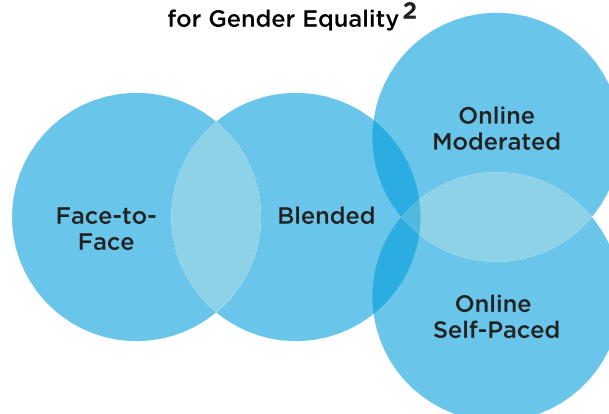
Figure 1 - Five broad "types" of training for gender equality <sup>1</sup>



The selection of evaluation tools also depends on the specific training modality. In a face-to-face training direct feedback from participants to the facilitator is much easier than in a self-paced online course, for example. In addition to the training content, the way of communication

techniques need to be subject to an evaluation as well. The accessibility and manageability of a learning platform is a key issue when it comes to evaluating online courses, while the logistical arrangements such as catering and training facilities, are only relevant in trainings with a face-to-face component.

Figure 2 - Modalities of Training for Gender Equality <sup>2</sup>



For more information see: UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016

### a) Principles of Evaluating Training for Gender Equality

The purpose of evaluations is to verify the achievement of results (output, outcome, impact) and assess the effectiveness, efficiency, relevance and sustainability of a specific development intervention. It should also highlight issues to be considered for future design and implementation.<sup>3</sup> The United Nations Evaluation Group (UNEG) provides concrete guidelines on how to conduct evaluations. In its manual on how to integrate human rights and gender equality into evaluation, UNEG elaborates extensively on how a gender perspective can be included under each of these aspects.<sup>4</sup>

<sup>1</sup> UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016, page 10

<sup>2</sup> UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016, page 17

<sup>3</sup> OECD DAC. DAC Guidelines and Reference Series- Quality Standards for Development Evaluation. Paris: 2010, page 8

<sup>4</sup> UNEG. Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance. UNEG. 2011

## GENDER-RESPONSIVE EVALUATION IS...

*“a systematic and impartial assessment that provides credible and reliable evidence-based information about the extent to which an intervention has resulted in progress (or the lack thereof towards intended and/or unintended results regarding gender equality and the empowerment of women”*

**UN Women. How to Manage Gender-responsive Evaluations. Evaluation Handbook. UN Women Independent Evaluation Office. 2015**

### **Gender responsive evaluations should...**

*...respond to the need for national ownership and leadership by rights holders and duty bearers.*

*...be conducted system-wide and jointly with UN agencies in order to promote coordination and coherence regarding gender equality and the empowerment of women.*

*...seek to identify and highlight innovative approaches to gender equality and the empowerment of women.*

*...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 and other aspects of the evaluation process, and in the communication of its results.*

*...promote participation of stakeholders and inclusiveness.*

*...be carried out independently of other management functions in order to ensure that it is credible, free from undue influence, and results in unbiased reports.*

*...be conducted in a transparent and consultative manner with key stakeholders.*

*...be conducted in a systematic manner, applying sound approaches and methods.*

*...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.*

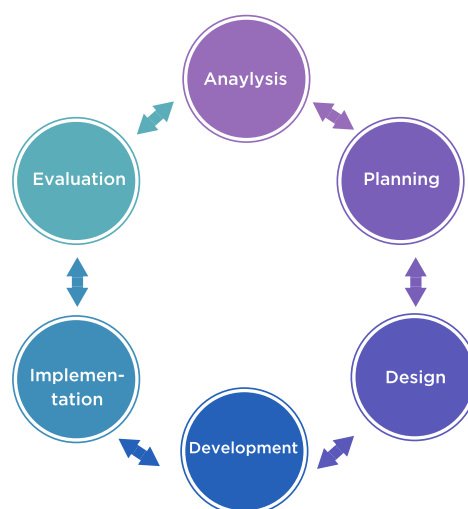
*...should have personal and professional integrity and abide by the UNEG Ethical Guidelines for evaluation and the UNEG Code of Conduct for Evaluation in the UN system to ensure that the rights of individuals involved in an evaluation are respected.*

*...be carried out with cultural sensitivity and pay particular attention to protocols, codes and recommendations that may be relevant to their interactions with women.<sup>5</sup>*

### **b) Results-Based Management and Project Cycles**

Similar to project cycles, the training cycle places the evaluation at the end of the training development process. Nonetheless, the trainer or organizing institution should consider the data collection for the final evaluation thorough the process.

**Figure 3 - The Stages of the Training Cycle<sup>6</sup>**



<sup>5</sup> General Principles of a Gender Responsive Evaluations based on UNEG principles and UN Women Gender Policy.

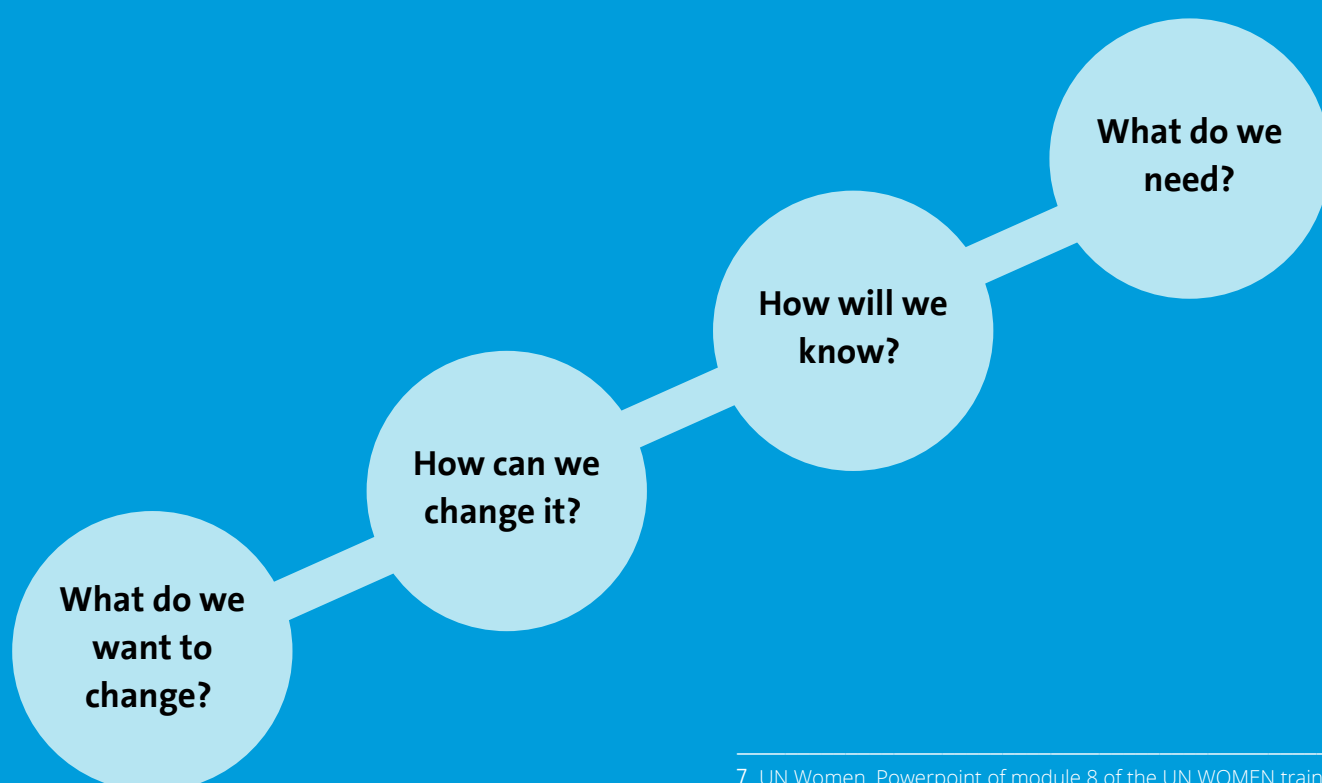
<sup>6</sup> UN Women Training Centre. Training Manual. UN Women. Santo Domingo: 2016

In addition to the OECD and UNEG principles and the guidance of UN Women for evaluations in general, the UN Women Training Centre has identified a series of quality assurance criteria for TfGE specifically. These include:

- ➡ social transformation,
- ➡ meeting the learning needs,
- ➡ transformative learning,
- ➡ the enhancement of gender equity and diversity among participants,
- ➡ sustainability, as well as
- ➡ innovation and creativity.

### c) The Theory Behind the Change

A Theory of Change (ToC) describes “how we believe that change could be made to happen and outlines everything that is necessary and sufficient for that change. It seeks to identify how we think that different factors could interact in relation to the change and what the underlying assumptions and risks are.”<sup>7</sup> Leading questions to identify a theory of change<sup>8</sup> focus on the hypothesis that are behind the design of programmes, projects and interventions that address social change and learning towards gender equality.



<sup>7</sup> UN Women. Powerpoint of module 8 of the UN WOMEN training series on Results-Based Management. UN Women: 2015

<sup>8</sup> Taplin, D. H., Clark, H., Collins, E. and Colby, D. C. Theory of Change Technical Papers: A Series of Papers to Support Development of Theories of Change Based on Practice in the Field. New York: ActKnowledge: 2013, page 2



These processes are not linear but multidimensional and dynamic processes that not only follow rational but very strongly emotional and social dynamics and influences. Therefore, it can be difficult to foresee if the planned activity brings the desired social change. There are other factors that may influence these social dynamics.

With respect to Training for Gender Equality such assumption is that:

- 1) training contributes to enhanced capacities (knowledge, attitudes, and skills) (output level) and;
- 2) that these capacities contribute to a change and transformation towards gender equality (outcome level).

Depending on the context and overall objective of the training, the theory of change may slightly change.<sup>9</sup>

In other words, transformation towards gender equality implies a “broader process of empowerment over time, in which participants critically and analytically reflect on their learning and skills to understand the links between concepts, theories, and their application. It further implies participants working towards synthesizing this information to form new understandings of deeper structural issues”.<sup>10</sup>

### ● Assumption 1 ●

That leads us to the first assumption that training for gender equality fosters knowledge, attitude and skills that allow the participants to reflect.

The capacity to reflect on behaviors, customs, traditions and policies is a precondition of social change towards gender equality. “In doing so, changes in their attitudes lead to concrete

changes in their behaviors and actions and, crucially, in the wider institutional practices and procedures in which participants function. This contributes to making their daily lives, work, communities and institutions more gender equal spaces.”.<sup>11</sup>

### ● Assumption 2 ●

Therefore, the second assumption is that reflection based on knowledge, attitude and skill enhancement attributes to institutional, social and societal change.

*“It is important to note that training by itself cannot bring change. In order for training to be able to contribute to change, it must be embedded in a broader set of measures and actions to influence change, and should be part of a long-term continuous process.”*

**UN Women Training Centre. A Theory of Change for training for Gender Equality. Working Paper Series. Santo Domingo: 2016**

Nonetheless, the change of the individual, a group, an organization and society are interlinked and interdependent. Individual and social capacities interrelate to their environment and the informal and formal institutional rules that govern collective, individual and institutional practices, such as environment, social norms, recognition and status. The hope and assumption is that individuals that learn about gender issues change their organizations and consequently their environment and society. Evaluations need to prove that training activities contribute to that process.

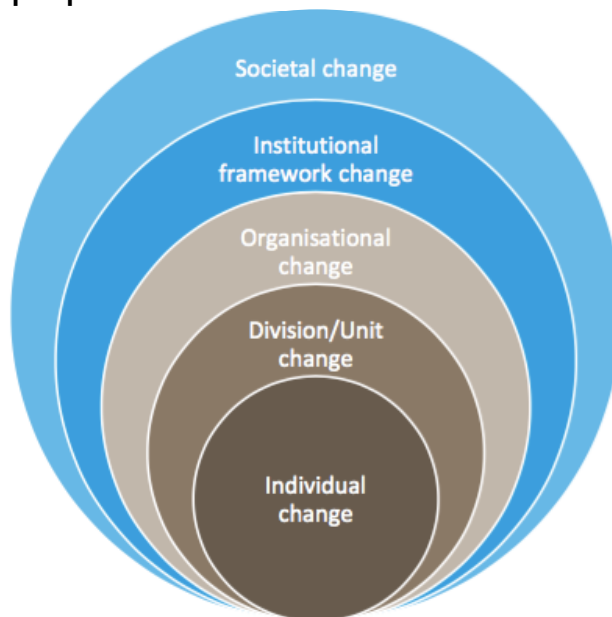
<sup>9</sup> For more information see: UN Women Training Centre. A Theory of Change for Training for Gender Equality. Working Paper Series. Santo Domingo: 2016

<sup>10</sup> UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016, page 17

<sup>11</sup> UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016, page 17

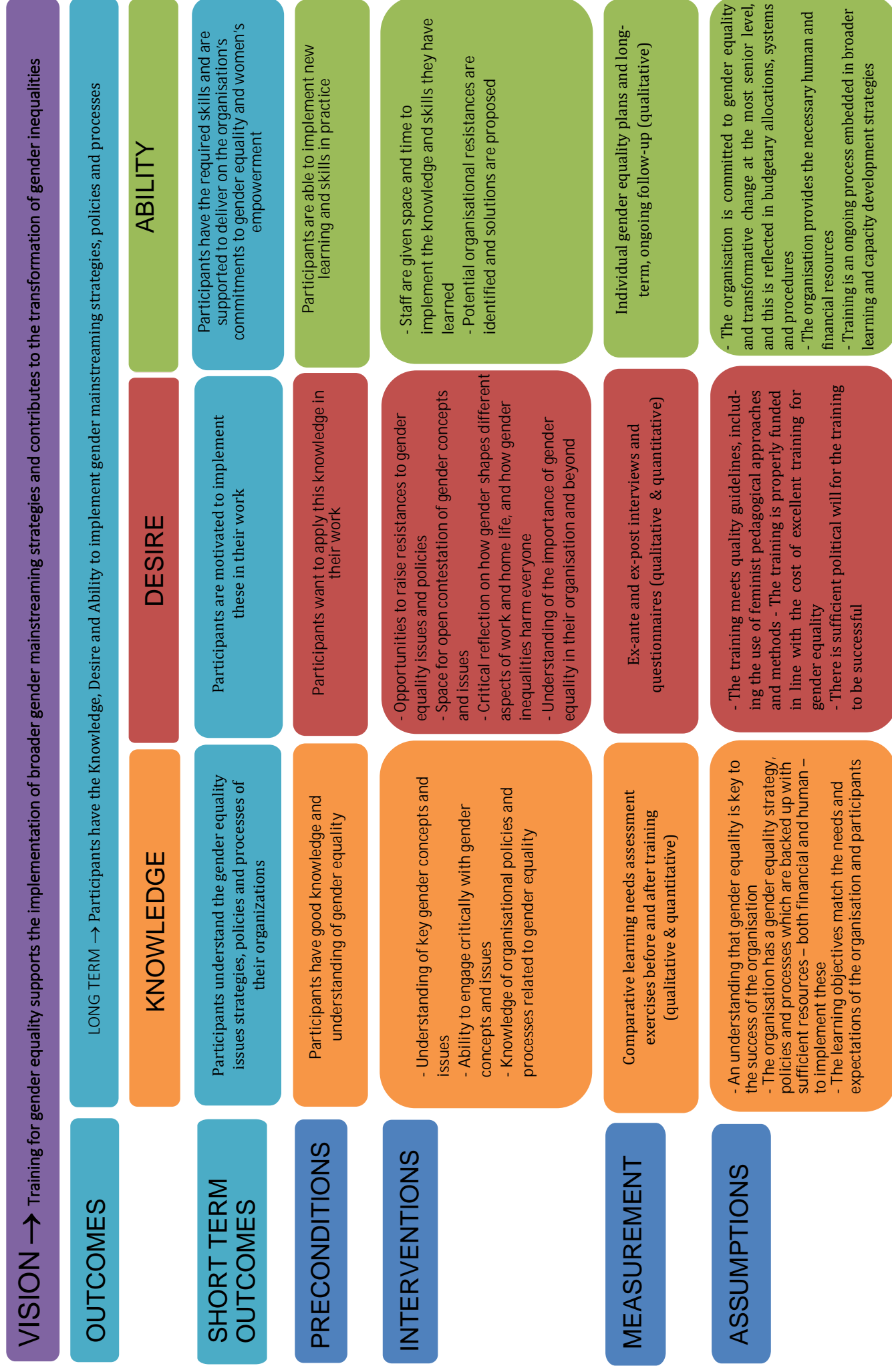
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**Figure 4 - Understanding change from a feminist perspective**<sup>12</sup>



<sup>12</sup> UN Women Training Centre. A Theory of Change for Training for Gender Equality. Working Paper Series. UN Women. Santo Domingo: 2016

**Figure 5- Proposed Theory of Change for Gender Equality**



The above chart of a theory of change for Training for Gender Equality outlines examples of specific capacities needed to stipulate change and how these are logically connected to the desired change of UN Women. Nonetheless, organizations find it very hard to measure change in the skills, behavior and attitudes of the recipients of their courses and tend to examine the success of the transfer of knowledge rather than what type of change was instigated due to the training itself. The Kirkpatrick 4 step model can help to make such change more visible.

### **Kirkpatrick 4-step model**

Following the assumptions outlined in the theory of change for TfGE above, we can use the Kirkpatrick 4-step model to follow individual change triggered through training. This model divides individual change into 4 different levels, that subsequently link to each other. It assumes that a positive immediate reaction (1) leads to learning (2), which leads to a behavioral change and consequently to different results:<sup>13</sup>

## **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. BEHAVIOR:**

How did learners’ behavior 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?**

<sup>13</sup> Kirkpatrick, Donald and James D. Evaluating training programs: The four levels, 3rd ed., Berrett-Koehler, San Francisco: 2006. See also: <http://www.kirkpatrickpartners.com/OurPhilosophy/TheNewWorldKirkpatrickModel/tabid/303>

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#### 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?**

Different tools help to gather data in different spheres of the Kirkpatrick model. They can be used according to the level that the evaluation should highlight.

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# 3. HOW TO MEASURE

## *Processes, tools and methods to evaluate training for gender equality*

Following the conceptual framework outlined above, this section will present the different evaluation processes, methods and tools in a concrete and visual manner with reference to ready-to-use handouts in the annex. The trainer can use all tools together, linking them to each other or separately.

### a) Assessing Training Needs

Prior to the training, an assessment about the specific needs and feasibility can hint towards a realistic and useful learning objective, duration, content, and method. Ideally such assessment examines “criteria, like its relevance to the needs of the target audience/organization; its responsiveness to emerging issues; and its cost effectiveness.”<sup>14</sup> The specific capacity with relation to gender can help determine the learning objectives of the participants and provide a baseline for evaluations after the training.

The training content, duration, and methodology should be determined depending on the already existing knowledge, attitude and skills at the organizational and individual level, as well as the hindering or enabling environment. It is key to understanding what gendered codes and meanings are used in the individual context. Each organization and individual has his or her own.<sup>15</sup>

Evaluations need 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.

### b) Defining learning objectives

Prior to developing the training’s content and methodology, the learning objective should be developed based on the participants needs and demands. An evaluation then assesses if these objectives have been met and if the intended social change has been achieved through the training.

One of the questions central to evaluations of TfGE is if the learning objectives have been met. Blooms taxonomy<sup>16</sup> or classification of learning behaviors can be thought of as “the goals of the training process.”<sup>17</sup> That is, after the training session, the learner should have acquired new knowledge, attitudes and skills. The Blooms’ model suggests that learning can be divided into three different types (domains), which all have several steps towards mastery or achievement:

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<sup>14</sup> UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016, page 17

<sup>15</sup> For more information see: UN Women Training Centre. Gender Equality Capacity Assessment Tool. Tool for Assessment of Capacity in Promoting Gender Equality and the Empowerment of Women for the UN System and Other Partners. Second Edition. UN Women Training Centre. Santo Domingo: 2016

<sup>16</sup> See: Bloom, Benjamin. Taxonomy of educational objectives: The Classification of Educational Goals, Volume 1. D. McKay Publishers, University of Chicago: 1956

<sup>17</sup> Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. David McKay Co Inc., New York: 1956

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

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.

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.

## EXERCISE: HEAD-HEART-HAND

### Objectives:

- 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?**



Example exercise:

## 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 colors 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.

(Suggested by our participant Alethia Jimenez, Planning and Coordination Specialist, Regional Office for UN Women Arab States during a training of trainers for gender focal points, organized by the UN Women Training Centre and the international Training Centre of the ILO.)



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#### d) Evaluating Satisfaction and Process

In order to measure the immediate satisfaction, a satisfaction-survey can be handed out to the participants at the end of the training. Following the Kirkpatrick 4-step model, such questionnaire can measure the immediate reaction and

satisfaction with the course content, facilitation, tools and support materials used. An example questionnaire can be found in Annex 1 of this tool.

#### Tips to formulate questions in a Satisfaction Survey for TfGE

- Use direct and simple language to formulate the questions.
- Think about the demographic data you would like to collect and need (such as age, sex and country of origin).
- Start with general and simple questions at the beginning.
- Only use one clearly defined issue per question. Avoid double questions (for example: "Please rate the logistical arrangement and the catering")
- Avoid rhetorical questions (example: "Should women be protected against violence?")
- To gather quantitative data, use closed questions, with predefined answer options. These can include ratings (from very bad, bad, good, very good), rankings (rank the below training modules from 1-5, the one you like best (1) to the one you liked the least (5)), or multiple choice answers (What topics you would like to learn more about: a) prevention of violence against women in humanitarian settings; b) developing gendered indicators in development cooperation programmes; c) mainstream gender in public policy).
- Ask questions that relate to the training content and ideally demonstrate a learning.
- Be gender and cultural sensitive. Avoid stereotypes and assumptions about opinions and behaviors.
- Use sensitive questions at the end of the survey.

#### Test Knowledge, Attitude and Skills

Complementary to a satisfaction survey, a knowledge, attitudes and skills test before and after the training can help to add objectivity to the evaluation of a learning curve. Information about the starting level of the course participants helps appropriately shape the course itself to the level of knowledge, attitudes, and skills of the participants but also to measure the level of gender knowledge participants arrive

with at the capacity development activity. This information can be gathered through a specific knowledge, attitudes and skills test about gender issues that is taken before and after the course. Taking the course at the end shall provide you with feedback if the participants have improved the specific knowledge, attitude or skill that you aimed to develop. The difference between the test results indicates a possible learning curve.

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If the training targets a simple introduction to gender issues, a test question could ask for a definition of gender equality. Participants may increasingly be able to identify the concept and formulate a correct definition themselves. In more advanced courses, a question could ask for specific legal provisions in international or national law with respect to violence against women, for example.

Knowledge can be tested by making participants recall and repeat what they have learned during the course. The repetition of definition is often subject to such knowledge tests. But True-and-False answer schemes about statistical data and facts can also be used to check if the participants paid attention and has cognitively learned something about gender equality.

While the measuring of cognitive knowledge is quantifiable through right and wrong answers (right= 1; wrong= 0), attitude change and the development of skills is a lot harder to measure- especially in a sustainable manner. The Gender Equitable Men (GEM)<sup>18</sup> Scale aims to define attitudes that promote or deny gender equality in 5 defining domains (violence, sexual relations, reproductive health and disease prevention, homophobia and domestic violence and daily life) with each 5 items. Responses to each item are divided in 3 different levels of agreement (1 = agree, 2 = partially agree, and 3 = do not agree). For an example test questionnaire, please see annex.

Skills are often only visible when applied in the environment it needs to be applied in (applying gender analytical tools during a project assessment phase at work, for example). Therefore, it is particularly difficult to sustainably measure the skills obtained during training. In some of the tests developed for the validation phase

One of the key resources that can identify the comparative value, quality and success of the training, may be the facilitator with whom the training has been conducted. It is worthwhile to take the time to hold an informal discussion with the facilitators following some general guidelines that allow for the collection of comparative data. Feminist evaluation principles call for a participatory methodology which includes the trainees and facilitators actively in the evaluation process. It allows for qualitative data to provide detailed background information. Quantitative data should be cross-validated and triangulated with the qualitative information and the context of the training and trainees.

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.

## f) Identifying Attributions to Impact

Impact goes beyond the achievement of learning results and the satisfaction of the training participants. Impact is rather the fruit of

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<sup>18</sup>Geeta, Nanda. Gender Equity Male Scale. Compendium of Gender Scales. USAID: 2011. <https://www.c-changeprogram.org/content/gender-scales-compendium/pdfs/4.%20GEM%20Scale,%20Gender%20Scales%20Compendium.pdf>

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.

The UN Women Training Centre recognizes the following:

*“Due to the nature of training for gender equality as a long-term, transformative process, it is hard to attribute a change in attitudes or knowledge to one specific training; furthermore, such changes are incremental, and therefore might not be immediately visible after a single training. Finally, as noted above, the outcomes that participants take away from the training often do not align with the objectives of the trainings. Evaluations of trainings that focus on the stated outcomes while ignoring factors like participant personal growth, are failing to accurately capture the outcomes of training.”*<sup>19</sup>

The immediate results of training are often identified at the output level (for example, 6 men and 5 women participated in a workshop to end violence against women) within the result chain. Its attribution to change and to the overall objective (for example: contribute to end of violence against women) needs to be linked to the outcome level (men and women recognize violent power dynamics and speak up when witnessing them) within the logic of RBM (Results-based management).

Measuring attributions to impact with respect to TfGE means to not only compare the preset learning objective to the capacity enhanced after the training, but also the change in behavior 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.

Going back to the theory of change, an evaluation should assess if the learned knowledge, attitudes and skills translate into social transformation.

*“Behavioral changes are notoriously difficult to measure and even harder to prove causality with the training as the factor that triggered the change. In addition, behavioral changes generally only occur if conditions are favorable, so even if effective learning took place it is also necessary for the organizational culture and direct supervisor(s) to support, recognize and potentially even reward these behavioral changes. Often, attempts to measure behavioral change rely on self-assessment and take place two-six months after the training.”*<sup>20</sup>

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. One way to establish causality is to

*“Ask participants to develop personal actions plan during the last day of training on what they will do when they get back to work. This is a way to hold participants accountable in follow up trainings and to identify the support needed to overcome further challenges.”*<sup>21</sup>

Story-telling based on the Most-Significant-Change methodology also help 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?”***<sup>22</sup>

<sup>19</sup> UN Women Training Centre. Training Manual. Santo Domingo: 2016, page 76

<sup>20</sup> UN Women Training Centre. Training Manual: UNWTC. Santo Domingo: 2016

<sup>21</sup> "Virtual Dialogue: Evaluation of training for gender equality" Report 1-19 July 2013 in UN Women Training Centre. Training Manual. Santo Domingo: 2016, page 76

<sup>22</sup> Davies, Rick and Dart, Jess. The Most Significant Change Technique: A Guide to its Use. Care International. London: April 2005

Stories of significant change are collected and selected to provide qualitative input about the interventions' 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.

In summary, there are some evaluation tools in relation to its evaluation sphere after a TfGE that can be used in combination, and its results triangulated and compared to hint towards transformative change stipulated by a training. The interpretation, demonstration and linking of the datasets to a theory of change, and to the Kirkpatrick model, management tools, but also context-specific interpretation is key to look beyond numbers but to make change visible and plausible:

	Example Indicator	Kirkpatrick Level	Assumption	Tool of measurement
Individual	Satisfaction with the training	Reaction	A1	Satisfaction survey
Group/ Division	Knowledge about gender equality has increased	Learning (knowledge)	A1	Post ante test
	The awareness of gender dynamics has risen and influenced power dynamics in the group	Learning (attitude)	A1	Observation
	Gender focal points meet and communicate on a regular basis	Behavior	A2	Document review (Meeting minutes), MSC interview with participants
Organizational/ Institutional	Gender mainstreaming initiatives implemented (gender focal points network, gender policy adapted, code of conducted implemented etc.)	Results	A2	Document review, Interviews with former participants
	Cases of gender based violence are more	Results	A2	Statistical data and reports

# 4. WHAT TO DO WITH THE RESULTS

## *Transforming information into knowledge*

Once the data is collected, systematic and well organized analysis and management contribute to valuable knowledge. The power of data largely depends on how it is stored, linked and communicated. In order to get an overview about what information the collected data contains, specific grouping is important.

### a) Data Analysis

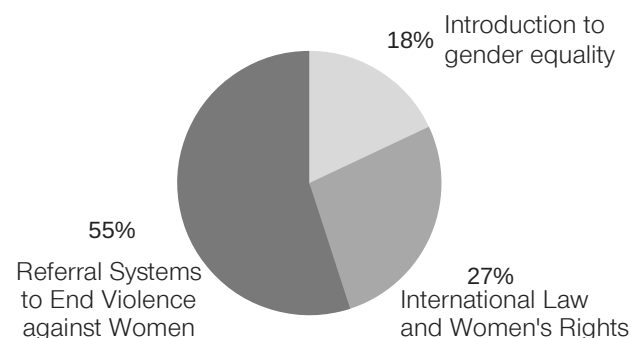
In the examples above we presented data collection tools that gathered the following types of data:

1. Data expressed in categories. For example:

➔ What Module did you like best in this training course?

- A) Introduction to gender equality
- B) International Law and Women's Rights
- C) Referral Systems to End Violence against Women

Participants can choose one of the above answering options. The category most chosen receives the highest numerical value.



2. Scales, provide the participant with a basic voting system in which they should position their topic within 2 opposite criteria (good versus bad; very important versus not important at all). For example: How important did you find the below listed gender mainstreaming initiatives:

Rank	Process	5 (very important)	4 (important)	3 (somewhat important)	2 (less important)	1 (not important)
1	Gender analysis for strategic planning	7	3	8	2	5
2	Gender-responsive monitoring and evaluation	1	4	3	12	5
3	Inclusion of gender into administrative/operations documents	3	2	18	2	-
4	Gender-responsive audit	-	2	-	1	22

The total score gives evidence to the level of importance the participants give to the different initiatives. For example, the category with the highest score “(Inclusion of gender into administrative /operations documents”) is the one considered most important by participants.

3. When using more than two criteria, such as numbers that represent a relationship, specific intervals can help the analysis. For example, amounts of gender trainings taken m/f; or an interval with numbers representing ranges like “number of times gender mainstreaming is being used”.

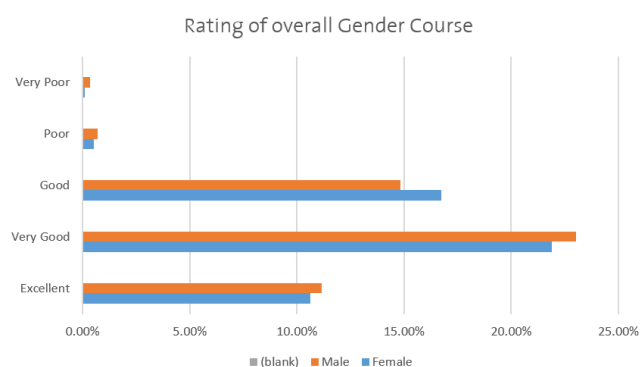
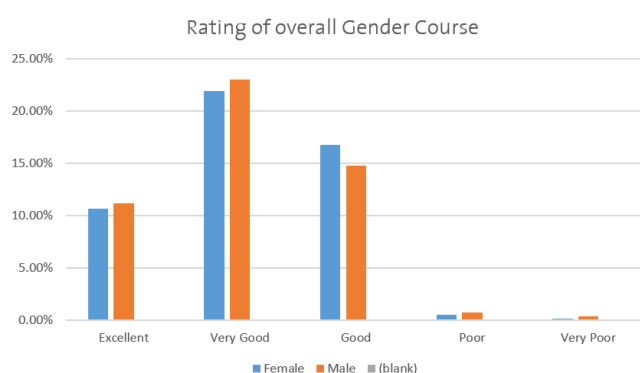
## b) Data Visualization

Each of these datasets can be analyzed in excel and visualized through specific pivot tables that allow for simple data visualization through charts and diagrams.<sup>25</sup> Choosing the visualization chart or diagram can make a big difference on how the data looks and what aspects of it are highlighted. Below are examples of datasets presented in different ways.

Have a look at how different the data appears:

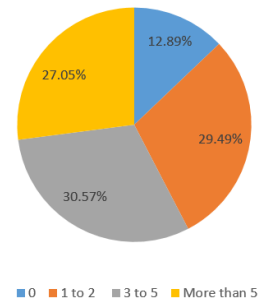
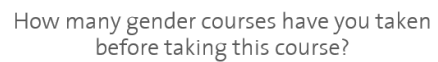
**Dataset example 1 (ordinal data):**

RATE DE GENDER TRAINING	FEMALE	MALE	(BLANK)
Excellent	10,64%	11,14%	0,04%
Very Good	21,88%	23,01%	0,04%
Good	16,75%	14,81%	0,03%
Poor	0,52%	0,71%	0,00%
Very poor	0,10%	0,36%	0,00%



<sup>25</sup> See: <http://www.excel-easy.com/data-analysis/pivot-tables.html> for more information

How many online courses have you taken before this one?	TOTAL
1-2	29,49%
0	12,89%
3-5	30,57%
More than 5	27,05%
Grand Total	100,00%



Different visual presentations can highlight different aspects of the data based on what needs to be communicated and to whom. Data visualization can go beyond simple graphs and charts.

Geographic data can be demonstrated on a map and word based, qualitative data can be visualized –in a very simplified way- in word clouds:



## c) Management Response

Data visualization of a course depends on the audience you would like to communicate your data and evaluation results to. Data visualization can serve strategic decisions of what to communicate internally among the organizers of the training, towards participants and the funders of the training. Feedback to participants after the evaluation is also part of feminist pedagogy and a basic principle of participatory learning. "Effective learning is an on-going and continuous process in which "learning" is more usefully understood as a "circle" or "cycle", not a linear trajectory of understanding, the acquisition of capacity, and the achievement of results."<sup>23</sup> "It is therefore important for project managers to properly plan and budget in follow-up activities, including for six-months to a year after the training course."<sup>24</sup>

### FOLLOW-UP WITH PARTICIPANTS

- 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.

Part of data management is the secure storage and handling of data. Demographic data as well as testimonies during and after the training need to be treated discretely. Especially when stating that data such as the one revealed in a survey is unanimous, the facilitator or evaluator needs to take measures to ensure that the origin of data is not disclosed and that the data is not forwarded to third parties and used for evaluation purposes only. Data storage and management is sensitive especially in times in which the circulation of data can easily go viral and be quickly distributed on the internet or through email. It is recommended to store the original raw data safely on a local server or hard drive and only circulate reports that summarize the results of the analysis. In order to crosscheck the data in cases of doubt though the original raw data should be kept for at least 10 years if managed by a public institution.

### TIPS FOR GENDER-RESPONSIVE EVALUATIONS:

- Develop a sound and precise theory of change
- Develop SMART learning objectives
- Use gender analysis frameworks (e.g., Harvard analytical framework, gender planning framework, social relations framework, women's empowerment framework)
- Draw upon feminist theory and methodologies
- Use in-training feedback sessions to monitor the training
- Be participatory and inclusive
- Ensure collection of disaggregated data
- Understand the constraints and challenges of informants
- Explore gender roles and power relations
- Be context and culturally sensitive
- Emphasize mixed methods (quantitative and qualitative)
- Organize data carefully
- Choose a strategic data visualization

UN Women Training Centre. Monitoring and Evaluation System. UN Women Evaluation Handbook. UN Women Training Centre. Santo Domingo: 2016

<sup>23</sup> UN Women Training Centre. Typology on Training for Gender Equality. Working Paper. UN Women Training Centre. Santo Domingo: 2016, page 10

<sup>24</sup> UN Women Training Centre. Training Manual. Santo Domingo: 2016



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# 5. ANNEXES

## 1. Example Satisfaction Survey

Congratulations!

You have finalized the Training course on “\_\_\_\_\_”. For evaluation purposes we would like to ask you to fill out the brief questionnaire below. Please note that this questionnaire is anonymous, which should encourage you to provide honest and productive feedback.

1. How many online courses have you taken before this one?

- 0
- 1-2
- 3-5
- More than 5

2. How much have you increased your knowledge on gender in this course?

- Very little
- Little
- Significantly
- Very significantly

3. Among the modules you completed, which did you learn most from (select all that apply)?

- Module 1:
- Module 2:
- Module 3:

**On a scale from 1 to 5, with 1 being very poor and 5 excellent, please rate:**

4. The training in general

- 1 Very poor
- 2 Poor
- 3 Good
- 4 Very good
- 5 Excellent

5. The examples provided (case studies, good practices, stories, etc.) in terms of quality, diversity and relevance for your context

- 1 Very poor
- 2 Poor
- 3 Good
- 4 Very good
- 5 Excellent

8. The complementary learning materials (videos, reading, additional resources, etc.)

- 1 Very poor
  - 2 Poor
  - 3 Good
  - 4 Very good
  - 5 Excellent
-

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**Based on your professional background, please rate on a scale from 1 to 5, with 1 being too complex and 5 too basic:**

9. The level of the content of this course

- 1 Too complex
- 2 Quite complex
- 3 Appropriate
- 4 Somewhat basic
- 5 Too basic

10. The language of this course

- 1 Too complex
- 2 Quite complex
- 3 Appropriate
- 4 Somewhat basic
- 5 Too basic

11. The course completion requirements (module quizzes)

- 1 Too complex
- 2 Quite complex
- 3 Appropriate
- 4 Somewhat basic
- 5 Too basic

12. The duration of the course

- 1 Too short
- 2 A bit short
- 3 Appropriate
- 4 A bit long
- 5 Too long

**Please rate on a scale from 1 to 5, with 1 being not at all and 5 yes, definitely:**

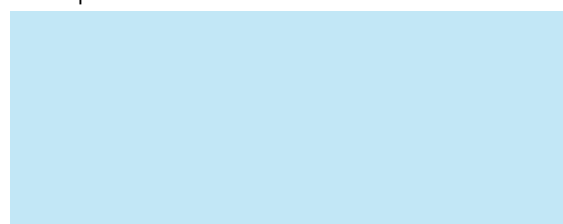
13. After this course, I feel I will be able to integrate a gender perspective into my daily routines at work and beyond.

- 1 Not at all
- 2 Not really
- 3 More or less
- 4 Yes, mostly
- 5 Yes, definitely

14. I feel the content of this course will contribute to promote gender equality.

- 1 Not at all
- 2 Not really
- 3 More or less
- 4 Yes, mostly
- 5 Yes, definitely

15. What other aspects would you suggest to improve in this course?



## 2. Example Knowledge /Attitude Test

Please fill out the below in order to assess the learning curve this course will/has been stipulating.

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. 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.
4. 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.
5. 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.

4. The training in general

- 1 Very poor
- 2 Poor
- 3 Good
- 4 Very good
- 5 Excellent

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. It is a woman's responsibility to avoid getting pregnant. Men don't have to take care of reproductive issues.			
3. A man should have the final word about decisions in his home.			
4. I would never have a gay or lesbian or transgender friend.			
5. When women get rights they are taking rights away from men.			
6. When a woman is sexually assaulted, she usually did something careless to put herself in that situation.			
7. Gender equality threatens cultures, traditions, and identities. They should remain as they are.			

Thank you!

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### 3. Example Training Report Outline

*Title of Training*

*Author of Report/ Training Institution*

*Date of the Training*

#### 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, 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)

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#### 4. Useful Resources

Compendium of Gender Scales: <https://www.c-changeprogram.org/content/gender-scales-compendium/pdfs/4.%20GEM%20Scale,%20Gender%20Scales%20Compendium.pdf>

Davies, Rick and Dart, Jess. The Most Significant Change Technique: A Guide to its Use. Care International. London: April 2005.

[http://www.betterevaluation.org/resources/guides/most\\_significant\\_change](http://www.betterevaluation.org/resources/guides/most_significant_change)

DCAF, OSCE/ODIHR, UN-INSTRAW. Gender Training for Security Sector Personnel – good practices and lessons learned - Toiko Tönisson Kleppe. Santo Domingo: 2008

UN Women Training Centre. Capacity Assessment Tool. Second Edition. UN Women Training Centre. Santo Domingo: 2016

OECD DAC. DAC Guidelines and Reference Series- Quality Standards for Development Evaluation. Paris: 2010. <http://www.oecd.org/development/evaluation/dcdndep/44798177.pdf>

Pepper, Analee. Gender Training for the Security Sector: Lessons Identified and Practical Resources. – Analee Pepper, DCAF. Geneva: 2013. <http://www.dcaf.ch/Publications/Gender-Training-for-the-Security-Sector- Lessons-identified-and-practical-resources>

UN Women Training Centre. Virtual Dialogue: Evaluation of Training for Gender Equality – TC Report. Santo Domingo: 2013

UN Women Training Centre. Working Paper Series. Santo Domingo: 2016

UN Women. How to manage Gender Responsive Evaluation – An Evaluation Handbook – UN Women – Independent Evaluation Office

UNEG. Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance. UNEG. 2011.

Online resources for data analysis:

1. Survey Monkey: [https://help.surveymonkey.com/articles/en\\_US/kb/How-to-analyze-results](https://help.surveymonkey.com/articles/en_US/kb/How-to-analyze-results)
2. Data cracker: <https://www.datacracker.com/>
3. Stata: <http://www.ats.ucla.edu/stat/stata/topics/Survey.htm>



Web: <https://trainingcentre.unwomen.org>  
Mail: [info.trainingcentre@unwomen.org](mailto:info.trainingcentre@unwomen.org)