

UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT

Independent project evaluation:

**Promoting gender-responsive trade policy in the
LDCs***

Independent Evaluation Unit
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ACRONYMS

COMESA	Common Market for Eastern and Southern Africa
EAC	East African Community
EIF	Enhanced Integrated Fund
GoF	Government of Finland
LDCs	Least Developed Countries
MERCOSUR	Southern Common Market
NIU	National Implementation Unit
SADC	Southern African Development Community
SDG	Sustainable Development Goals
TF	Trust Fund
TGD	Trade Gender and Development Programme
TMEA	Trade Mark East Africa
ToR	Terms of Reference
UNCTAD	United Nations Conference on Trade and Development
WB	World Bank
WTO	World Trade Organisation

INTRODUCTION

In trade, women often do not benefit from the same opportunities as men, and trade policies designed without taking into account gender-specific outcomes can contribute to the widening of gender gaps. In view of this, the UNCTAD project “Promoting gender-responsive trade policy in the LDCs” funded by the Enhanced Integrated Framework (EIF) builds upon previous UNCTAD work on trade and gender and intends to build capacities in LDCs to mainstream gender in trade policy.

The project involved the delivery of an UNCTAD teaching package on trade and gender, which included two new teaching modules, one devoted to present the linkages between trade and gender; and the other to showcase trade and gender in the context of the LDCs elaborated in this project’s framework. The project started in May 2020, and covered two courses in 2021 and two in 2022, from which one of each was in English and the other one in French. The project ended in 2022, and an independent external evaluation was conducted in the first quarter of 2023.

As per its inception report, the evaluators have collected information from various sources such as teaching materials, project documents, beneficiaries' feedback via survey and discussion groups, and insights from the project team and key partners' representatives to assess the project against the defined criteria. They used data-collection techniques such as training data analysis, surveys, discussion groups, document review, and semi-structured interviews. The evaluators triangulated the information collected from different sources and techniques to ensure the reliability of the evaluation report. They also conducted a margin-of-error analysis to determine the accuracy of the conclusions that were drawn from survey data and training statistics.

Section I defines the subject of the evaluation, delving into gender inequalities and their nexus with trade, and detailing the intervention logic. Section II details the evaluation methodology, referring to the purpose, approach and scope, and outlining the criteria and questions, as well as the evaluation tasks. Section III presents the findings obtained through measuring and analysing the criteria and questions. Finally, the concluding section provides an assessment against evaluation criteria, one lesson learned and a few interrelated recommendations.

I. EVALUATION SUBJECT

The long road towards gender equality

There have been important gains in gender equality since the adoption of the Beijing Declaration and Platform of Action in 1995, but barriers persist in many policy areas, notably those related to economic and productive activities. As shown in Box 1, many women are stuck in low-paid work, equal pay remains elusive, and men occupy most senior positions (UN Women, 2020).

Box 1. Selected indicators of economic gender inequality

-
- Globally, women aged 25 to 34 are 25% more likely than men to live in extreme poverty (living on less than US\$1.90 a day).
 - The gender gap in labour force participation among adults aged 25 to 54 has stagnated over the past 20 years, standing at 31 percentage points
 - Only one in four managers is a woman
 - 740 million women globally work in the informal economy
 - The global gender pay gap is stuck at 16% with women paid up to 35% less in some countries
 - More men (93%) between the ages of 25 to 54 are in the labour market than women (62%)
-

Source: UN Women (2020)

The trade and gender nexus

Trade policy in most countries in recent decades has been oriented at trade liberalisation, against a backdrop of accelerating globalisation. These trends tend to affect men and women differently. The redistributive effects of trade liberalisation have the potential to increase or decrease existing disparities among groups based on gender, race, ethnicity, class, and other elements. In light of this, it is considered vital for policymakers to understand and anticipate how trade policies will affect wealth redistribution so as to be able to reduce inequalities, rather than exacerbate them, including those that exist on the basis of gender. The potential to involve women in economic participation is substantial and studies show that the global GDP could increase by 25% by 2025 if women played the same role in the labour market as men (unido.org, 2021). A positive link between international trade and employment of women has also been identified in a recent publication conducted by the World Trade Organisation (WTO) and the World Bank (WB). In developing countries, women were found to constitute 33% of the workforce in companies engaged in international trading, compared to a female workforce of 24% in non-exporting companies. At the same time, workers were 50% more likely to be formally employed if they worked in sectors that trade more or are integrated in global value chains (WB and WTO, 2020).

Despite the importance of the trade and gender nexus in achieving gender equality, national policies often do not sufficiently reflect the linkages. UNCTAD's mandate includes work to address such shortcomings. Indeed, the Bridgetown Covenant (UNCTAD, 2021b, para. 127b) states that UNCTAD should "continue its efforts, across the three pillars and in all its work, to mainstream the cross-cutting issue of gender equality and the empowerment of women and girls, thus contributing to the promotion of sustainable development and full and productive employment, including through the continuation of its reinforced work on the links

between gender equality, women's and girls' empowerment and trade and development, and support member States in the design and implementation of policies and the establishment of institutions, frameworks and/or mechanisms that support women's economic empowerment, economic security and rights, and enhance their economic and digital skills and opportunities".

The TGD programme

UNCTAD began conducting analytical and governmental work on gender and trade in the early 2000s and in 2010 established the TGD programme. Since then, the TGD has aimed to support member states in developing their knowledge on the links between trade and gender, in addition to offering assistance with gender-impact analyses of trade policies and agreements and the creation of gender-sensitive trade policies. This is achieved through activities in three broad areas: analysis; capacity development; and the promotion of policy advocacy and intergovernmental dialogue. The following table shows the capacity building projects conducted by the TGD programme to date, including the one under evaluation¹.

Table 1. TGD teaching modules and training courses

Years	Contract	Focus	Donor
2013-2015	(i) development and publication on Vi website of trade and gender teaching material; ii) development of introductory multimedia teaching resources; and (iii) delivery of online training course on trade and gender.	Developing countries and LDCs (university lecturers)	GoF
2016-2018	(i) Delivery of 3 online training courses; development of modules for COMESA, SADC and MERCOSUR; (ii) development of multimedia teaching resources for each region; (iii) delivery of 3 regional professional development workshops for policymakers, academics and civil society representatives from the target regions	COMESA, SADC and Mercosur	GoF
2016-2018	(i) Customization of online training course and materials with creation of East Africa regional module; (ii) delivery of 1 regional online training course; and (iii) production of a report on women and trade in East Africa, (iv) production of a policy advocacy document;, (v) launching of the report in Nairobi; (vi) inception workshop to present the main features of the online course .	TMEA regional and national partners, EAC policymakers and stakeholders	TMEA
2017-2018	(i) Delivery of the second iteration of the online regional course in English and French	COMESA	COMESA
2019-2020	(i) Translation of teaching material for standard online course to French and Spanish and CA and MERCOSUR regional modules to Spanish; (ii) development of 2 modules on CA and gender implications of technological innovation in agriculture; (iii) development of multimedia teaching resources on trade and gender for CA and technological innovation in agriculture; (iv) delivery of 2 standard online training courses, 1 CA regional course and 1technical innovations in agriculture course; and (v) the organization of a high-level event for dialogue and exchange of results.	MERCOSUR, Central America	GoF
2020-2022	(i) Development of an LDCs-focused module and related material in English; (ii) translation of module and material to French; (iii) development of multimedia teaching resources; and (iv) delivery of 2 online training courses focused on LDCs and 2 webinars	LDCs	EIF

Source: Independent Cluster Evaluation of UNCTAD support to Capacity Building on Trade and Gender (Pérez and Smed, 2021a)

¹ In addition to the online courses and elaboration of training modules, as in this project, the TGD programme also carries out other face-to-face capacity-building activities.

The EIF-UNCTAD project

This evaluation focuses on the last series of capacity-building activities framed under the UNCTAD project “Promoting gender-responsive trade policy in the LDCs” funded by the EIF Multi-Donor Trust Fund managed by UNOPS, as per the letter of agreement dated 15 April 2020. The project was oriented to two expected outcomes:

1. Enhanced capacity of stakeholders in LDCs to develop gender-responsive trade policy and regulatory frameworks from which women can benefit,
2. Increased participation of stakeholders in the LDCs in the development of gender-responsive trade policy and regulatory frameworks from which women can benefit.

Under *expected outcome 1*, the project intended to target up to 300 stakeholders from policymaking institutions, academia and civil society organisations in 30 LDCs through online training. This involved not only the delivery of the courses with pre-existing modules, but also the development of a new LDC-focused module and its related teaching materials in English and French.

Under *expected outcome 2*, participants in the training were encouraged to put in place actions contributing to gender-sensitive policies. This was to be supported with two webinars and through the follow-up and assessment of trade-related gender-sensitive actions taken by stakeholders after the completion of the course through EIF National Implementation Units (NIUs).

Activities	Outcomes	Project purpose	Overall goal
1.1 Development of LDC-focused module and related teaching material (script, PowerPoint presentations, reading material, quizzes, etc.) in English.	1. Enhanced capacity of stakeholders in the LDCs to develop gender-responsive trade policy from which women can benefit or to assist in their development	Strengthening the capacity of trade policymakers and other stakeholders in the LDCs to develop trade-related policy and regulatory frameworks that benefit women, or to assist in their development	Making trade-related policy and regulatory frameworks within the LDCs more gender-responsive to benefit women
1.2 Translation of the module and related teaching material in French.			
1.3 Editing, formatting, design and layout (English and French versions).			
1.4 Development of a set of multimedia teaching resources.			
1.5 Delivery of two iterations (in English and French) of an 8-week online course, with a focus on the LDCs.			
2.1 Development and management of the e-platform.	2. Increased participation of stakeholders in the LDCs in the development of gender-responsive trade policy and regulatory framework from which women can benefit		
2.2 Two webinars on selected trade and gender issues of relevance for the LDCs. Two factsheets on selected trade and gender issues to be presented in the context of the above-mentioned webinars.			
2.3 Assessment of the number of trade-related gender-sensitive actions taken by stakeholders after the completion of the course.			

Recommendations on project design and implementation

In addition to the project document and logframe, this project is expected to follow two set of recommendations: the recommendations emerging from the 2020 clustered evaluation of the overall TGD programme (Pérez and Smed, 2021b) and those provided by the EIF Secretariat during the review of the project document (Doc., 2020). The following are the recommendations of the 2020 evaluation accepted in the related management response (UNCTAD, 2021a):

Training and after-training	To begin with, considering the positive evaluation results and persisting economic inequalities, it is recommended that the training continue and that new teaching packages and iterations build upon the existing model and its defining features (online training modalities, research-based materials, combination of general and specialized modules). A new phase of the intervention could be planned with a longer-term perspective and put a greater emphasis on the after-training , including the catching-up of failed trainees, the enrolment in several courses by the same trainees, the update and refreshment of knowledge and the use of knowledge at individual, organizational and country level .
Manual	Concerning the general modules, it is recommended to proceed with the update of the manual in order to capture recent progress in the trade and gender nexus, both in research and practice. This should include the Buenos Aires Declaration on Women and Trade as well as the proliferation of gender chapters in trade agreements, and related research. Since additional progress is needed and expected in the years to come, the manual should incorporate a system of addenda that allows for every course to update key developments that were not included in the previous manual.
Geographic modules	Suggestions to produce further geographically differentiated modules in partnership with UN regional commissions, which could cooperate with course planning and design, in addition to funding, outreach and recruitment, should be considered. As part of the geographic adaptation of the courses, involving experts from each region in tutoring and lecturing might add value to the courses.
Complementarity	Regarding the thematic modules, it is suggested that the TGD Programme explores partnerships with other UNCTAD units so that the training becomes more relevant to senior and highly specialized profiles. As in the case of the EMPRETEC-TGD collaboration, complementary activities can also be explored in order for the training to support UNCTAD technical assistance or policy dialogue activities specifically oriented to gender equality. Collaborations should be sought beyond the trade division and also consider international investment, entrepreneurship, or technical assistance in economic issues.
Human rights	Consideration should be given to better highlighting HR issues in the training materials and, when elaborating new geographic modules, take into account how a differentiated analysis approach can be used to address relevant HR issues for each region.
Interaction	Given that videoconference technologies have broadly spread during the pandemic, and following some requests, the courses could allow for more interaction through synchronous activities, such as webinars or tutoring meetings . These activities should not be mandatory, as the current mode of delivery has been praised by many participants for being easily adaptable to individual schedules.
Experience sharing	It is also recommended to develop learning materials that allow for a greater deal of engagement and experience sharing in order to allow participants to learn from each other but also to nourish the planned alumni network.
Timing	Consideration could be given to providing courses of varying time frames in order to ensure that participants with full-time positions can complete the course according to the plan
M&E	The TGD Team could better develop its Monitoring and Evaluation Framework to better support learning and to strengthen the implementation of the programme. For instance, the team should analyse and use the considerable amount of data provided by online activity and keep a single database structured around individuals with a unique username that would allow for tracer studies. This system could help UNCTAD to set up new targets based on HR considerations, seniority or capacity of influence. Further, as in this evaluation, the alumni network could

	systematically provide feedback to UNCTAD with information on how the alumni apply their knowledge and to what extent they impact on their organizations and broader contexts.
CSOs	It is recommended that advertisements target CSO groups to encourage their participation in the courses. This information should also be collected in application forms.
HRBA targeting	In order to ensure compliance with a HRBA, target groups should be defined and consideration should be given to how to target them. It is recommended that advertisements clearly aim to attract people of all age groups, genders- and sexual identities, nationalities and population groups to the courses and clearly mention that preference will be given to applicants representing minority groups. This information should also be clearly requested in application forms to allow for giving preference to such groups and organizations.

The following are the recommendations provided by EIF during the signature of the financing agreement:

Indicators	Disaggregation by gender, age and public/private sector; conducting a pre-training survey to set baselines and targets; double the number of target trainees.
Evaluation	Monitoring of post-training activities and actions taken by participants to be jointly carried out by UNCTAD, and the EIF NIUs within the respective LDCs. UNCTAD to consult with NIUs at the start of the project to define post-training and follow-up activities to be included in the project work-plan.
Risks:	Including risks associated with the achievement of each project output and outcome as well as mitigation measures .
Modules:	Pre-test of modules.
Consultants:	TORs for consultants to be recruited to develop the module, elearning, platform and to provide online training should be reviewed and cleared by EIF.
Partners:	Involving partners through online master classes with guest speakers coming from partner agencies.

II. EVALUATION METHODOLOGY

Purpose and approach

In line with the ToR, this evaluation aims to systematically and objectively assess the design, management, implementation and overall performance of the project “Promoting gender-responsive trade policy in the LDCs” with the aim to provide accountability and institutional learning. The evaluation outputs will be submitted to the UNCTAD’s Trade, Gender and Development Programme, part of the Division on International Trade and Commodities (DITC), and to the EIF, as primary intended users of the evaluation.

The primary intended use of this evaluation will be the design of new projects and activities to further improve the understanding of the linkages between trade and gender, including a recently approved EIF-UNCTAD project which will allow for new iterations of the training from 2023 onwards. In this vein, the assessments will lead to the formulation of practical and constructive recommendations to UNCTAD, EIF and other eventual partners, to inform their work in future interventions. In particular, the evaluation will:

- Highlight what has been successful and can be replicated elsewhere;
- Highlight, as appropriate, any specific achievements that provide additional value for money and/or relevant multiplier effects;
- Indicate shortcomings and constraints in the implementation of the project while, at the same time, identifying the remaining challenges, gaps and needs for future courses of action;
- Make pragmatic recommendations to suggest how UNCTAD’s work in this area can be further strengthened in order to address beneficiaries' needs and create synergies through collaboration with other UNCTAD divisions, international organizations and development partners, and other international forums; and
- Identify lessons learnt and good practices.

Based on the principles of utilization-focused evaluation, the UNCTAD and EIF staff will be involved in the design of the evaluation by defining the evaluation ToR along with the UNCTAD Independent Evaluation Unit (IEU), reviewing and commenting on this inception report, and a draft version of this evaluation report. Finally, the evaluator will also consider UN guidance documents on evaluation as bases of the evaluation design and implementation. This includes the UNEG Ethical guidelines (UNEG, 2008, 2020), standards (UNEG, 2005b), and norms (UNEG, 2005a) and UNCTAD’s Evaluation Policy (UNCTAD, 2011).

Scope

The evaluation assessed the design and implementation of the above-described project going from May 2020 to December 2022, including the elaboration of training materials and four iterations of the training taking place in 2021 and 2021. In theory, the evaluation should assess the achievement of the training, and as such expected outcome 2, and its application in concrete actions contributing to gender-sensitive policies. This was to be supported with two webinars and through the follow-up and assessment of trade-related gender-sensitive actions taken by stakeholders after the completion of the course through EIF National Implementation Units (NIUs).

Evaluation criteria

The project was assessed against the standard evaluation criteria in international cooperation that were adapted to the project. In this evaluation, *relevance* was defined as the extent to which the projects reflect stakeholders' needs and gaps on the gender and trade nexus regarding the added value of UNCTAD. This will include assessing the suitability of regional and thematic modules, in addition to the core material taught in every course, and the delivery method provided by the online platform. It will also include an assessment of the training in the broader context of international cooperation and alignment to the gender equality agenda, and the comparative advantage of UNCTAD in comparison to other institutions. The relevance of the training will be assessed for the period from 2020 to 2022.

For *effectiveness/impact*, the interventions' results and other effects will be assessed according to their initial objectives and the expectations of the project partners. This assessment will also explore any catalytic effects resulting from the financial support provided by the EIF, and provide conclusions on best practices and lessons learnt for future iterations of the training.

In order to capture the various layers of effects and impacts likely to be produced or facilitated by the training, the evaluators will draw on the Kirkpatrick (1998) model of evaluation of training, which sees training outcomes as a four-level sequence of *emotional reaction*, *learning*, *behavioural change*, and *impact on the organization*. These four levels of effectiveness/impact are further described in Box 1, while their incorporation during data collection is described in Chapter 6.

Under the *efficiency* criterion, the evaluation will assess to what extent the intervention has been implemented in a timely and cost-effective manner, and how constraining factors (e.g. COVID-19) were mitigated along the way. As outlined in the ToR, the institutional context of the training courses will be taken into account and the links between them and other work carried out by the TGD and other UNCTAD units will be identified.

The assessment of *sustainability* will consider to what extent achieved results are likely to be sustained and how the trade and gender nexus has been sustained in other UNCTAD interventions. It will also assess any efforts that have been made to capture the knowledge and capacity generated by the projects to date, so that they can be applied in future iterations of the courses or other similar interventions.

Finally, under the criterion of *human rights* the evaluators will assess the consideration of human rights other than women's right in the project design and implementation. Specifically, this will consider the extent to which the projects have advanced UNCTAD's effort to promote equitable trade and human rights; the extent to which minority and disadvantaged groups have been taken into account during the project design and implementation; and the levels of participation and inclusiveness achieved in project planning and implementation. Key areas to explore in this regard are the selection of training participants and how the project has ensured inclusion of a diversity of groups from an inclusive perspective, including people with disabilities.

Box 2. The Kirkpatrick approach to training evaluation

Level 1: Reaction

The degree to which participants find the training favourable, engaging and relevant to their jobs.

Emotional reaction refers to the attitudes of participants at the end of training. An employee who has gained significant skill and knowledge from the training will be willing to apply it on the job, thus displaying a positive reaction. This could be a barometer for measuring the employee's general attitude, expectations and motivation. Although subjective, reaction also provides feedback on training style and content. Post training questionnaires can be used to measure emotional reactions, which should be directed towards measuring the level of satisfaction with content, process (presentation style), definition of course objectives, attainment of course objectives and overall course value.

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

Achieving learning objectives includes knowledge acquisition and skill development, and can be measured through pre and post-tests, and by comparing test results to learning objectives.

Level 3: Behaviour

The degree to which participants apply what they learned during training when they are back on the job.

The third level of evaluation is about work-related behavioural changes which are reflected in performance. This entails studying the changes in employees' work-related behaviour as a result of the training. While emotional reaction and knowledge gain can be easily accomplished immediately after training sessions, measuring behavioural changes requires some time lag for employees to fully implement the newly acquired skills and knowledge. This can be done through follow-up surveys.

Level 4: Results

The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

The fourth area in the Kirkpatrick model revolves around the impact of training and development on the organization. The measurement is based on the notion that training and human resources development must reflect the organizational culture and strategy, and can be done through follow-up surveys and qualitative research techniques such as discussion groups or semi-structured interviews.

Source: based on The Kirkpatrick Model (Kirkpatrick and Kirkpatrick, 1998)

Evaluation questions

The evaluation criteria describe above were broken down into several questions that will be the basis for the design of data collection techniques and the identification of information sources.

The above defined evaluation criteria will be responded to through 15 evaluation questions as follows.

Criteria	EQ #	Evaluation question
Relevance	1	Did the design of the intervention, including choice of activities and deliverables properly address the needs of participants and stakeholders to close knowledge gaps in developing countries/regions on the trade and gender nexus?
	2	To what extent is the intervention still relevant?
	3	What is UNCTAD's comparative advantage in this area and to what extent did this project optimize it?
Effectiveness	4	To what extent are course participants and other stakeholders satisfied with the activities organized by the project and the quality of the outputs?
	5a	What are the key achievements of the intervention compared to the training objectives?
	5b	Is there evidence of any behavioural changes in former trainees likely to contribute to the intervention objectives and other SDGs? Have there been catalytic effects of the project at national/regional/global levels?
	5c	Is there evidence of any organizational change in former trainees' organizations likely to contribute to the intervention objectives and other SDGs? Have there been catalytic effects of the project at national/regional/global levels?
	6	What are the lessons learned or best practices for similar future interventions?
Efficiency	7a	Have implementation modalities, and internal monitoring and control been adequate in ensuring the achievement of the expected outcomes in a timely and cost-effective manner?
	7b	Has internal monitoring and control been adequate in ensuring the achievement of the expected outcomes according to project planning?
	8	Has the project timeline been affected by possible constraints/problems? If constraints/problems have been experienced, how have they affected project objectives and have they been addressed in an appropriate manner?
	9	To what extent is this intervention coherent with and complementary to other interventions by UNCTAD that have similar objectives?
Sustainability	10	Have the activities and outputs been designed and implemented in such a way to ensure maximum sustainability of the project's impact and possible scaling up of activities?
	11	Have efforts been made to sustain the knowledge and capacity gained in the project for future similar interventions to be carried out by UNCTAD?
	12	What is the additional value resulting from the intervention(s), and/or what would be the most likely consequences of stopping or withdrawing the existing intervention?
Human Rights	13	To what extent does the intervention advance UNCTAD's efforts to promote equitable trade and sustainable development?
	14	To what extent did the intervention take into account the rights of all relevant stakeholders, including minority and disadvantaged groups, in its design, implementation and products?
	15	How participatory and inclusive have the planning and implementation of the project been?

Evaluation tasks

In order to respond to the previous evaluation questions and to assess the project against the above-defined criteria, the evaluators have collected information from numerous sources. These sources include teaching materials and project documents, beneficiaries' feedback collected via survey and discussion groups, as well as insights from the project team and key partners' representatives. The following paragraphs explain how different data-collection techniques have been used to collect key information from these sources, and how evaluation techniques and sources have been triangulated in order to ensure the reliability of the evaluation report.

Training data analysis

First, the evaluators used trainees' data stored in the online training platform and additional lists kept by the project team in order to produce performance indicators referring to each of the phases of the training process: application, admission, course attendance, quizzes, final examination, feedback and certification (see Tool 1 in Annex II). This information was consolidated with personal data of each trainee so that general performance indicators could be disaggregated according to relevant variables such as gender, geography or type of stakeholder.

Surveys

While the online training statistics provided key information on the project performance, such as training completion and certification, the evaluation inquired about further effects of the training, following the Kirkpatrick approach. First, the evaluation consolidated and analysed the results of the feedback survey conducted upon finalization of each training course (see Annex III). These surveys collected information on the two first layers of training effects according to the Kirkpatrick model: satisfaction and learning.

Secondly, the evaluators launched a new survey that collected information on the effects of training on individuals and organizations in line with Levels 3 and 4 of the Kirkpatrick model, on behaviour and results respectively. The survey was addressed to 409 participants, and disaggregated results by cohort, to take into account the time passed since the training was completed when assessing the achievement of the different layers of effects or levels of training (Annex IV)².

Discussion groups

Based on survey responses that indicate positive longer-term effects from training, some trainees were gathered on a country basis in order to collect richer information on behavioural and organizational changes aligned to the intervention logic. These groups involved participants from Burkina Faso and Madagascar, both from public and non-public bodies.

Document review

This technique consisted in reviewing documents to glean findings that respond directly to some of the evaluation questions. Two different sets of documents were analysed from this perspective.

Firstly, the new training materials were assessed against the relevance criterion. The research and its integration in the training programme were examined in order to assess its internal consistency from the

² The survey enquired on the action taken by trainees attending the 2021 courses, while asking participants in 2022 courses about their plans for future action.

perspective of the projects' main goal, which was filling in the knowledge gap on the trade and gender link and advancing gender mainstreaming of trade policies in LDCs.

Secondly, the project document and progress reports were assessed in order to respond to the evaluation questions under the efficiency, sustainability and human rights criteria. This includes questions on project management, knowledge management, and participation.

Semi-structured interviews

These were conducted online and were used to collect richer information from the project team, its counterparts at the EIF, and experts participating in the elaboration and delivery of the training, tutoring and webinars. The interviews were structured using open questions, permitting the interviewees to freely add information and interpretation (Inception report, Tool 7).

Triangulation

The reliability of the evaluation was ensured through triangulation; that is, the use of various techniques and/or sources of information for each evaluation question. Special attention was paid to the triangulation of findings collected via interview to verify that the information provided is supported by other sources. Table 4 shows how each evaluation question draws on different evaluation sources and data collection techniques. The numbers provided refer to the number of occasions each criterion is addressed by each data collection tool. For example, the end-of-training survey contained three questions inquiring about relevance, while the review of training documents responds to four sub questions aimed at measuring relevance. More detailed information on data collection is provided in the evaluation matrix in Annex 1. In addition to triangulation, the margin of error of the conclusions drawn on survey data and training statistics was subject to a margin-of-error analysis.

Table 4. Triangulation.

Number of references to each evaluation criterion and question per evaluation task

	EQ_#	1. Training indicators	2. End-of-training survey	3. Evaluation survey	4. Discussion groups	5. Project doc review	6. Review of training materials	7. Interviews with project partners	Total
Relevance	1	3	3				3	1	10
	2				2		1	1	4
	3			3	2			1	6
Effectiveness	4		4					1	5
	6					1		1	2
	5a	4	3	2	1			1	11
	5b	2	4	2				1	9
	5c			8	2			1	11
Efficiency	7					3		1	4
	8					1		1	2
	9						1	1	2
Sustainability	10					1	1	1	3
	11					1		1	2
	12					1		1	2
Human Rights	13	5				1		1	7
	14	5				1	1	1	8
	15					1		1	2
Total		19	14	15	7	11	7	17	90

Source: own elaboration

III. FINDINGS

Relevance

EQ1. Did the design of the intervention, including choice of activities and deliverables, properly address the needs of participants and stakeholders to close knowledge gaps in LDCs on the trade and gender nexus?

While the design of the overall UNCTAD TGD programme (2013-2020) has been recently evaluated as relevant to the needs of developing countries' needs and aligned to the priorities of the 2030 Agenda (Pérez and Smed, 2021a), this concrete intervention was expected to respond to the needs of LDCs in particular. To do so, the intervention included the customization of its training materials, and selected trainees likely to influence training policies in LDCs to the maximum possible extent. Their feedback on the training design was positive.

Customization to LDCs

The intervention included the elaboration of an LDC-specific training module which provided a comprehensive socio-economic analysis of the participating countries' economic structures, participation in international trade, and key socio-economic indicators. The module also assessed the gender implications of trade liberalization in the major export sectors of LDCs, including agriculture, fuel and minerals, manufacturing, and services.

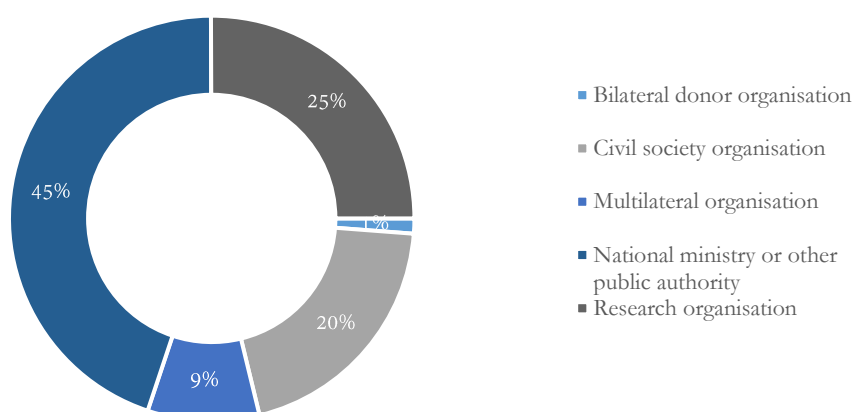
Although many of the issues raised in the module were common to all developing countries, the course highlighted references to 47 LDCs from different regions, including Africa (33), Asia (9), the Caribbean (1), and the Pacific (4). The course's participants were selected to ensure they could share the knowledge acquired in the course and other training activities within their professional networks, given their background as policymakers, trade advisors, business actors, academics, or gender equality advocates. The intervention's policy relevance was reinforced by including significant policy recommendations in the final chapter.

Participant selection

According to the data on applicants and admissions, the admission rate was 81%. In terms of distribution by LDC, 50% of applicants resided in LDCs. Although priority was given to LDC applicants according to the project team, some of them did not hold a relevant diploma and/or professional position, so they were not admitted. Finally, 48% of the admitted participants were LDC residents. The most represented country among the participants was Burkina Faso (7.71%). The remaining participants were from both developing and middle- and high-income countries, such as Switzerland (3,61%) or France (2,17%).

The call for the application and selection process ensured a good balance among stakeholders in a view to influence policymaking. The training primarily targeted government officials who were expected to consider gender implications in their trade-related work and promote gender-sensitive policymaking within their respective departments. Civil society organisations (CSOs) were expected to strengthen their advocacy efforts. Academia, on the other hand, was expected to integrate gender analyses in their research programs and curricula to produce and disseminate knowledge on the trade and gender nexus. This multi-stakeholder approach is shown in Graph 1.

Graph 1- Admissions per type of stakeholder

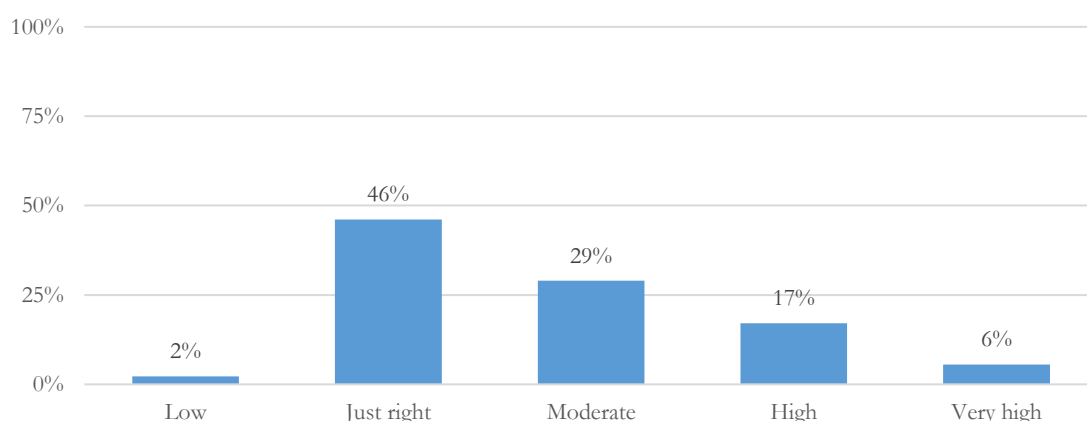


Source: training indicators

Participants feedback on training relevance

According to the end-of-training surveys, the content of the course was adapted to the needs of the participants, taking into account their prior knowledge of the topics covered in the training. In this sense, 75% of trainees declared that the difficulty level of the course was ‘just right’ or ‘moderate’. Only 2% considered the level ‘low’ and 6% thought the difficulty level was ‘very high’.

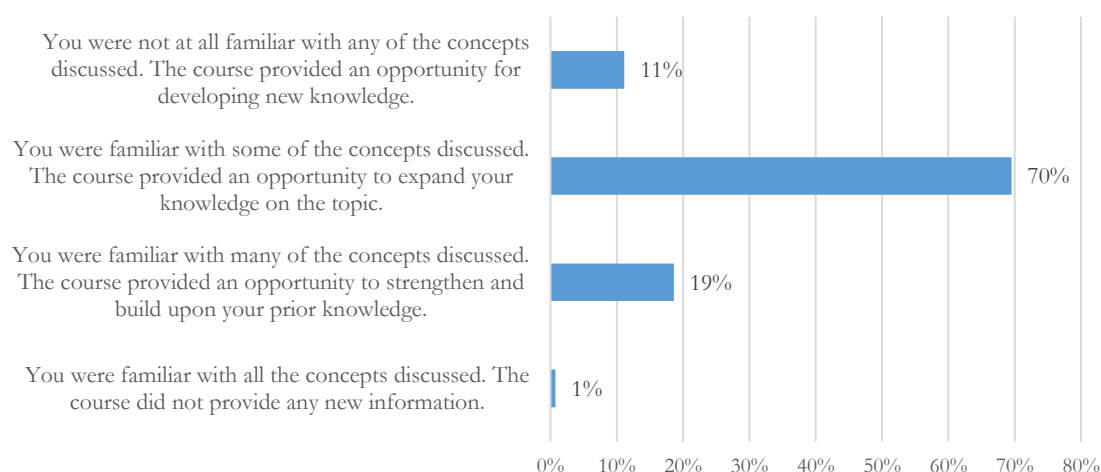
Graph 2- Difficulty level of UNCTAD’s course according to participants



Source: end-of-training survey

The training was also adapted to the participants’ previous level of knowledge, according to the information they provided once the course ended. Almost 90% of participants who responded to the end-of-training survey were already familiar with the course topic and thought the training provided an opportunity to expand the knowledge and/or strengthen and build upon previous knowledge. At this point, it is relevant to note that informants who participated in the in-depth interviews and focus groups highlighted the standard module’s importance in laying the groundwork and deconstructing prior knowledge stemming from gender bias and misinformation, which is consistent with the end-of-training survey results, where only 20% of the 90% who were familiar with the subject matter of the course felt that the knowledge gained in the course could be built on their previous knowledge.

Graph 3- Previous familiarity with the course topic according to participants



Source: end-of-training survey

The end-of-training survey also collected suggestions on how to further improve the contents of the training. It has been suggested to include more practical examples on how to advance gender-sensitive policies in LDCs, more ideas on how to advance this agenda from the private and NGO sectors, and a broader coverage of gender inequalities, connecting trade with women's economic empowerment in broader terms (e.g. access to education, technology, finance, etc).

EQ2. To what extent is the intervention still relevant?

The new versions of the training program are still relevant, as indicated by the mandates and ongoing programs of UNCTAD and EIF. The number of applications received also indicate that interest in the training persists, although the number of LDCs applications is not sufficient, according to EIF expectations.

Alignment to UNCTAD and EIF's priorities

UNCTAD's mandate includes work to address such shortcomings. Indeed, the Bridgetown Covenant (UNCTAD, 2021b, para. 127b) states that UNCTAD should "continue its efforts, across the three pillars and in all its work, to mainstream the cross-cutting issue of gender equality and the empowerment of women and girls, thus contributing to the promotion of sustainable development and full and productive employment, including through the continuation of its reinforced work on the links between gender equality, women's and girls' empowerment and trade and development, and support member States in the design and implementation of policies and the establishment of institutions, frameworks and/or mechanisms that support women's economic empowerment, economic security and rights, and enhance their economic and digital skills and opportunities." The intervention is part of the ongoing "Empower Women, Power Trade" initiative by EIF, which aims to develop new gender-sensitive trade policies in the future (enhancedif.org, 2023). The high number of applications received for the training program, 520 according to data provided in EQ 5a, which was initially designed for 300 participants, also indicates its continued relevance. Progress reports highlight that several former participants, including senior officials, have shown interest in pursuing the course's first iteration, which focused on LDCs. Interviews and focus groups with stakeholders further confirm the growing demand for the course, which is being requested in specific contexts and local languages, highlighting its relevance.

As mentioned elsewhere in this report, informants have warned of the excessive orientation of the course towards the public sector and the scarce references to the application of knowledge in the private sphere, where many of the issues addressed in the course remain unresolved. On the other hand, the lack of data

on women in commerce in the LDCs, for which the course is intended, is highlighted both by the tutors and promoters of the course, as well as by the participants. This difficulty in finding updated data makes it hard to assess the problem in certain regions, and to address it through case studies. Both in the interviews with tutors and in the focus groups, it was determined that the duration of the different modules of the course was appropriate, and that it was relevant to initially dedicate time to the general module, as it laid the foundations and concepts that would later be applied to LDCs.

Training demand

As per annex I, the courses launched under this intervention received 511 applications, which largely exceeds the initial target of 300 trainees. The project team declares that they perceive a growing demand from institutional partners requesting modules for specific countries and national languages.

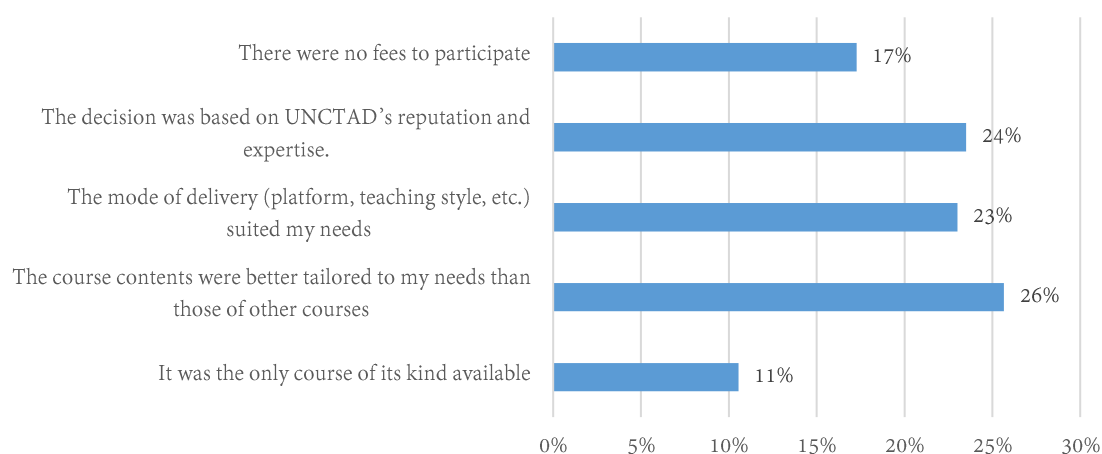
The demand for this type of course is growing and very specific, having been requested even for a specific country in a local language, which shows the relevance of this type of training in all sectors.

EQ3. What is UNCTAD's comparative advantage in this area and to what extent did this project optimize it?

The comparative advantage of UNCTAD in this field is based on its long track record, and the existence of a permanent TGD programme. As per the previously-cited evaluation, UNCTAD was among the earliest advocates of the trade and gender connection and is acknowledged as a pioneer in this field. The EIF also valued the long-term functioning of the TGD programme at the time of selecting a training partner for its programme “Empower women, power trade“. Although currently many other international trade actors engage in gender mainstreaming, the establishment of a permanent TGD programme is considered to favour the follow-up of trainees.

This also extends to participants. The interviews and focus groups have verified that the project's intended beneficiaries are aware of and value UNCTAD's previous work on trade and gender, and this influences their decision to participate in the training. As per Graph 4, this was also confirmed via survey, where the UNCTAD’s reputation and expertise stands out as one of the main reasons to choose this training, along with its mode of delivery and the tailoring of the contents (in this case to LDCs).

Graph 4- Reasons to choose the UNCTAD course according to participants



Source: evaluation survey

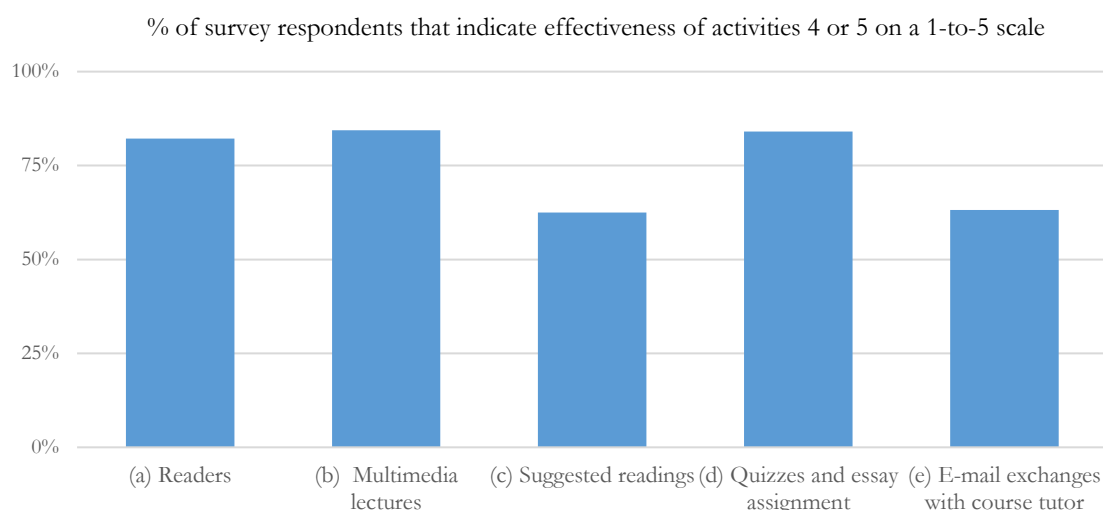
According to the evaluation survey (see Annex IV), 99% of participants would recommend the UNCTAD trade and gender course to other professionals and 65% of participants have had no other training on trade and gender. This was also stressed by focus groups informants.

Effectiveness

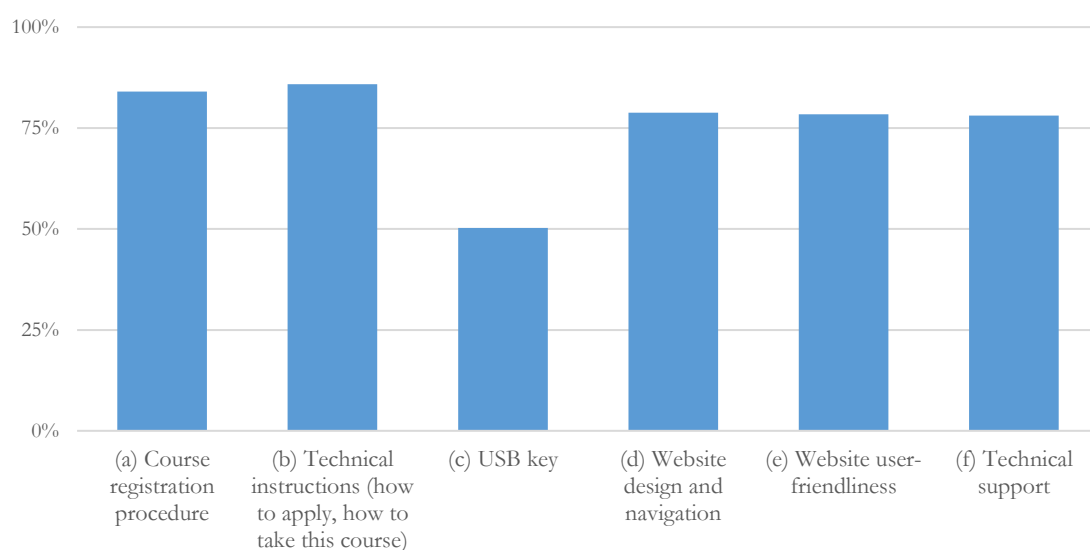
EQ4. To what extent are course participants and other stakeholders satisfied with the activities organised by the project and the quality of the outputs?

A total of 414 trainees from 81 countries attended the course, with 51% of them coming from 34 LDCs, and 58% being female. According to Annex III, 99% of surveyed trainees rated the training as ‘satisfactory’, ‘very good’ or ‘excellent’ upon completing the course and 97% of trainees declared their expectations at least fully met. The best rated technical elements of the course are the course registration procedure and technical instructions. According to the Kirkpatrick model, the positive evaluation of the course's quality is evidence of the acquisition of valuable knowledge among the participants. Additional data on participants' feedback immediately after the training program can be found in Annex III.

Graph 5. Participants' feedback on effectiveness and Impact



% of respondents indicating satisfaction with technical elements as 4 or 5 on a 1-to-5 scale (with 1 being the lowest and 5 the highest)

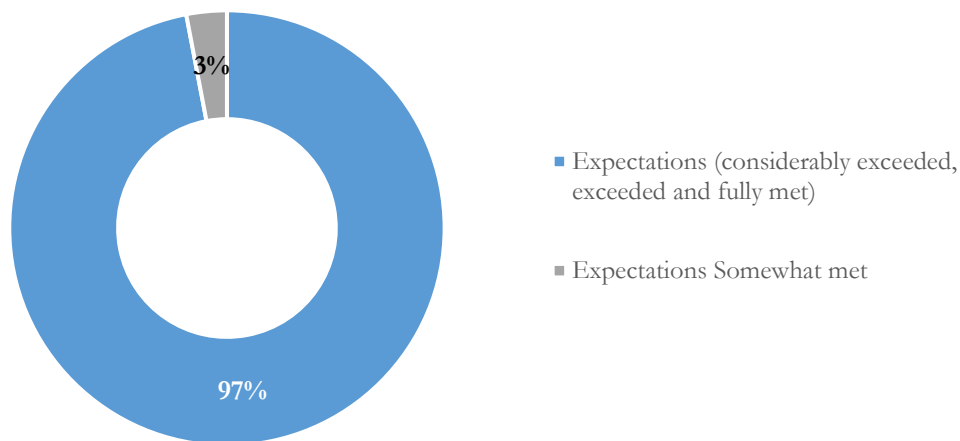


Source: End-of-training survey (Annex III)

During the interview phase, informants highlighted that live webinars and sessions with experts were the activities most valued by learners. This is consistent with the results of the end-of-training survey, showing that multimedia lectures were rated as extremely effective. Tutors also highlighted the importance of restructuring and changing the approach of the final essay, by proposing a main topic and some follow-up questions. Indeed, for the courses delivered in 2022, the 2,000 words final essay on one topic was replaced by three questions of 350-500 words each.

Both participants and tutors were very positive about the activities proposed in the training, especially the sessions with experts and the live sessions. The evaluation activities, the quizzes and the final project, were also positively valued by the participants, something that the tutors attribute to the change in the focus of these activities. There were changes from previous courses, such as the initial proposal that the final project should be done in pairs, which finally gave way to individual work due to the feedback given by the participants during the course, who found it difficult to coordinate with their partner due to their different schedules.

Graph 7- Achievement of learning outcomes according to participants



Source: evaluation survey

The participants also had a very positive view on the results of the training. In the evaluation survey, 97% of trainees declared that their expectations were at least fully met. The remaining 3% considered their expectations on the course as ‘somewhat met’.

EQ5a. What are the key achievements of the intervention compared to the training objectives?

A total of 414 trainees from 81 countries attended the course, with 51% of them coming from 34 LDCs, and 58% being female. As in other training iterations with a regional module, participation was open to other regions.

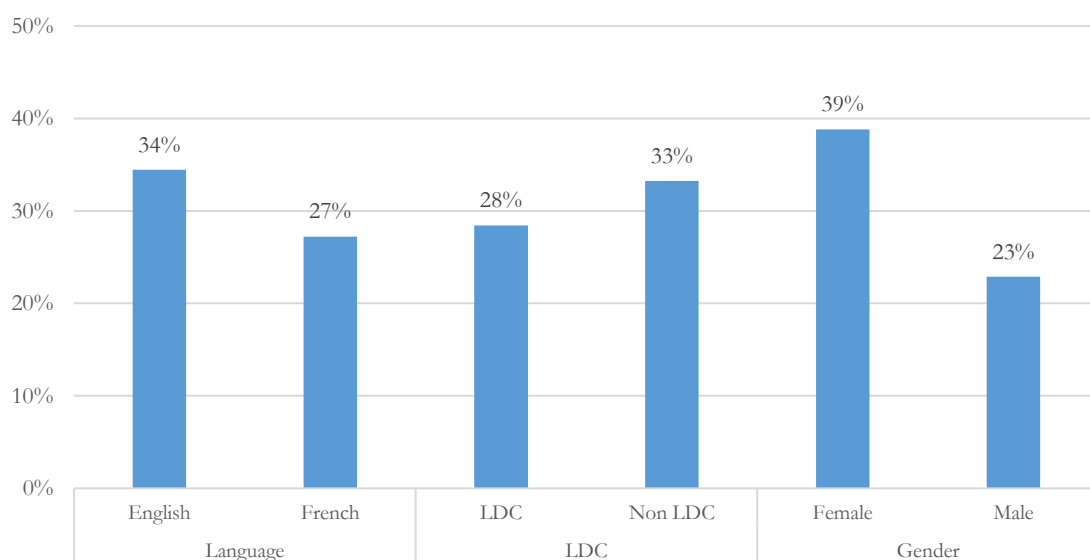
The intervention has largely achieved its training outreach indicators. Regarding the difficulty of the course and the success rate, training data showed that 69% of the 415 trainees admitted completed the course, and 62% obtained a certificate by fulfilling the requirements (a minimum score of 58 in all quizzes and 65 in the final essay). As referred in previous reports, this completion rate reflects to the fact that participants are selected among influencing professionals who do not always have enough time to complete the course and succeed.

**TOTAL
ADMISSIONS
415**



The data on the grades obtained by the participants support the trainees' perception of the outcomes of the training. The certification rate was higher among the English course participants (34%) than in the French course (27%). Participants in non-LDC countries were more successful, showing a higher certification rate (33%) than LDC countries' participants (28%). Success rate was significantly higher in female participants (39%) than men (23%).

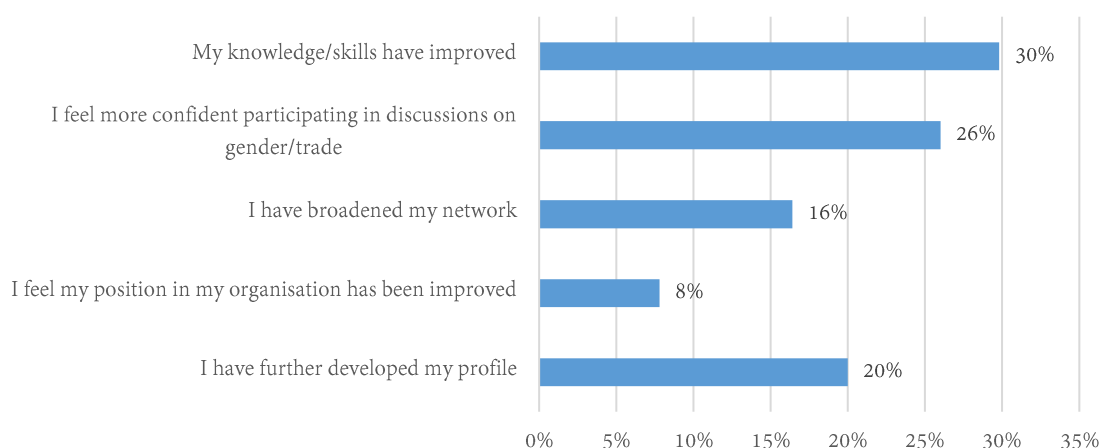
Graph 8- Certification rate per language, LDC and gender



Source: training statistics

In the participant evaluation survey, participants also revealed what they had achieved after the training in terms of knowledge gained after its completion. According to the results of the evaluation survey (Graph 9), 30% of respondents declared their knowledge or skills had improved after the training, and 26% felt more confident participating in discussions on trade and gender. The course also had an impact on networking amongst participants (16% believed they had broadened their network after the training) and on their professional skills. In this sense, 8% of respondents felt their position in the organisation had been improved and 20% had further developed their professional profile.

Graph 9- Improved knowledge of participants after the training



Source: evaluation survey

As per the following table, the project has largely achieved most of the indicators of its result framework, but has not yet produced data on related actions undertaken by trainees. The degree of achievement for each indicator is summarised in Table 5 below, based on the data provided in the final technical report.

Table 5. Achievement of project indicators

Target in ProDoc	Reported achievement	%
30 LDCs	34 LDCs represented	113% of initial target
300 participants	414 trainees of which 212 are from LDCs	71% if we take LDCs participants or 133% if all participants considered
200 stakeholders recognise the benefits of participating in gender-sensitive trade policymaking or supporting its development	207 participants express feeling ready or more able to be involved in gender-sensitive trade policymaking in their own country	100% of initial target
40 gender sensitive actions undertaken	0	0%

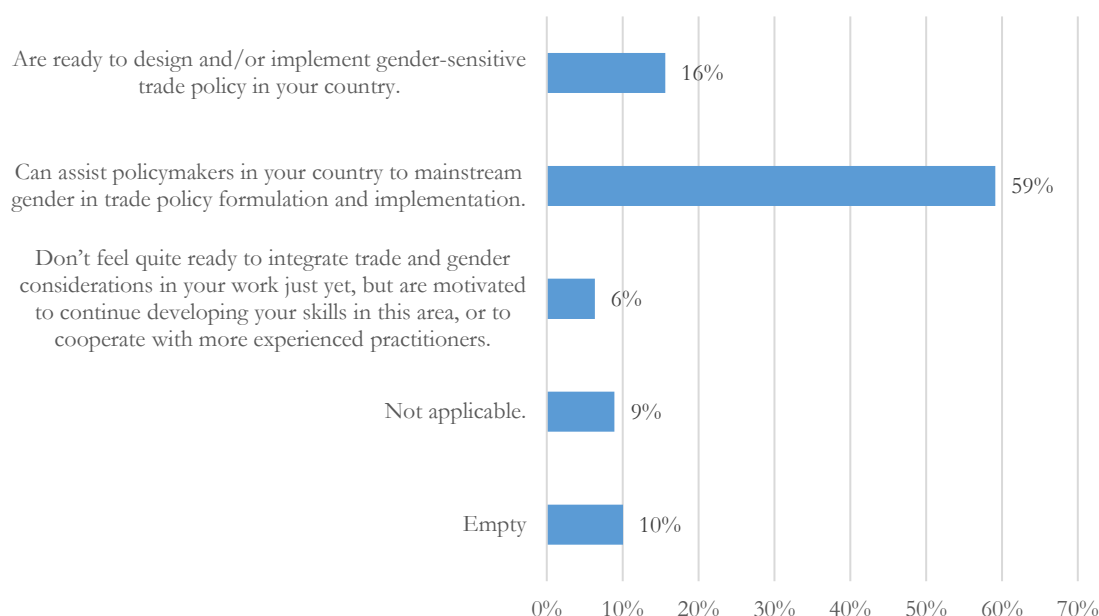
Source: ProDoc and training statistics

According to the project team, this issue has already been raised in meeting with EIF and it has been agreed to enhance this aspect of the intervention design in future courses. This will be done by engaging NIUs before project closure and by linking them to course champions likely to contribute to further impact on the ground.

EQ5b. Is there evidence of any behavioural changes in former trainees likely to contribute to the intervention objectives and other SDGs? Have there been catalytic effects of the project at national/regional/global levels?

In addition to observing the effects of the course on the acquisition of knowledge by participants, the evaluation sought to understand how this knowledge has translated into a change of behavior, attitudes and actions by the participants in their organisation. In this sense, as shown in Graph 10, 75% of trainees were confident about putting the acquired knowledge into practice in their organizations.

Graph 10- Confidence in putting the knowledge acquired in the course into practice (according to policymaker participants)



Source: evaluation survey

Another effect that the evaluation sought to measure was the extent to which the confidence in putting knowledge into practice was translated into actions by the participants' organizations. In the evaluation survey, participants who had completed the course in 2021 were asked about the practical applications of the knowledge acquired in the course. One year after the training, 142 people reported that they had used it.

Table 6 -Application of knowledge acquired during UNCTAD training

	Count	Percent
• I have done a gender analysis	32	22%
• I have used my knowledge in a research/study	29	20%
• I have used my knowledge/skills in advocacy work	23	16%
• I have used it in policy dialogue	17	12%
• I have trained my peers/colleagues on the gender/trade nexus	17	12%
• I provided input for concrete policy development	16	11%
• I have conducted academic lessons on the gender/trade nexus	8	5%
• I have not applied it	5	3%
Totals	147	100%

Source: evaluation survey

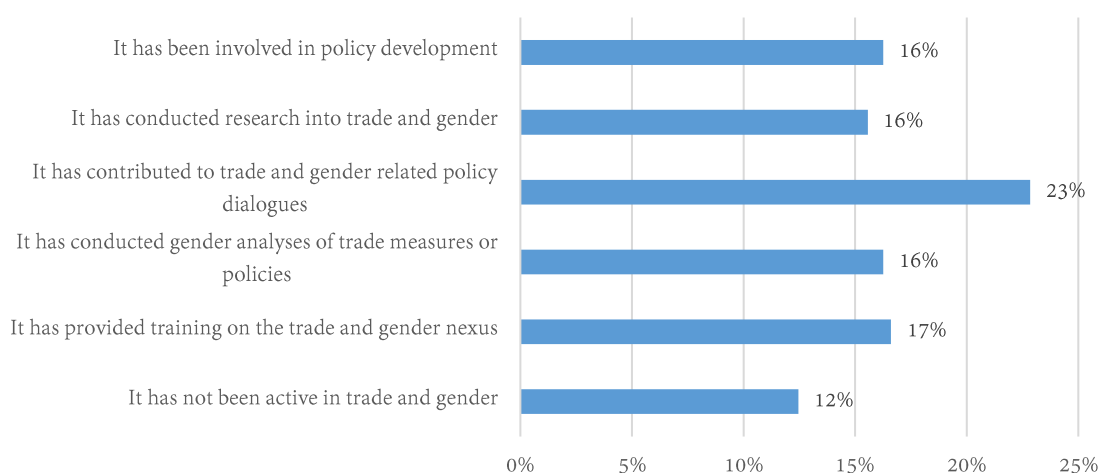
In this sense, according to the evaluation survey, 96% of the respondents applied the knowledge acquired in the training in a practical way. In the first place, the training led to conducting a gender analysis (22%), which together with other research or studies (20%), training (12%) and academic lessons (5%) make 59% of trainees using applying their knowledge in research and education. On the other hand, 16% of

respondents declared to use the knowledge in advocacy work, 12% in policy dialogue and 11% in concrete policy developments. This means that 39% declared to use the training in policymaking³.

EQ5c. Is there evidence of any organisational change in former trainees’ organisations becoming likely to contribute to the intervention objectives and other SDGs?

The acquisition and application of knowledge by the participants aligns with ongoing organisational processes and increases the possibility of the training to contribute to organisational change. Almost 90% of participants considered that their organisations had been more active in trade and gender recently, at least by engaging in related policy dialogue (23%)

Graph 11- In what ways has your organisation been active in trade and gender since you participated in the course?



Source: evaluation survey

As shown in Graph 11, most of the organisations represented by trainees contributed to trade- and gender-related policy dialogues after their participation in the UNCTAD course (23%), and a significant rate provided training on the trade and gender nexus as a result of the course (17%). Other organizational changes included conducting research into trade and gender (16%), analyses of trade measures policies (16%), and being involved in policy development (16%).

In addition, most trainees who responded to the evaluation survey say that their countries are incorporating gender considerations into their trade policy activities (67%), some in connection with their organisations (61%). This includes, as in the case of Malawi, Burkina Faso or Sudan, assessing gender impact in measures supporting productive sectors and economic diversification (26%), considering gender criteria in trade facilitation (23%) mainly in Madagascar, Senegal or Ivory Coast, and gender issues in trade negotiations (24%).

EQ6. What are the lessons learned or best practices for similar future interventions?

As explained in question 4, the indicator for follow-up undertaken by trainees on concrete actions by NIUs and UNCTAD, as a result of the training, was not reported. During the interviews, no information about

³ For an example of this, see the success case of Ms. Binaté-Fofana, as described in the UNCTAD (UNCTAD, 2023) webpage, a course participant that said the course enhanced her capacity to “strengthen the integration of gender issues in research on development policies in West Africa.” Ms. Binaté-Fofana is contributing to the deployment of the digital platform Africa Trade Barriers developed by UNCTAD and the African Union to help remove non-tariff barriers to trade in Africa. She’s also involved in negotiations on the AfCFTA’s Protocol on Women and Youth in Trade. (UNCTAD, 2023)

follow-up actions was collected, but it is worth recalling that this project is framed in a bigger EIF program. This lack of reporting is related to two limitations of the project design.

First, the timeframe. The translation of the training into real action requires time, and most of the trainees finalized their training right before the project-end, with no realistic possibility to apply their newly acquired knowledge to their work. Secondly and most importantly, the project did not allocate specific resources nor did it design an action plan to follow-up and encourage further action among participants.

On this point, it must be noted that previous evaluations and reflection by the project team has already identified a strategy to promote and monitor the training's impact: an alumni association. Moreover, a LinkedIn alumni group was launched and the initial membership was quite good according to the project team, but their time availability and budget do not allow for a real dynamisation of this network⁴.

Efficiency

EQ7a. Have implementation modalities, and internal monitoring and control, been adequate in ensuring the achievement of the expected outcomes in a timely manner?

Implementation modalities have been adequate in ensuring the achievement of the expected outcomes in a timely and cost-effective manner. According to progress reports (Doc, 2021, 2022), the process towards outcome 1 is effective in its various phases, but is affected by (course) drop-outs and failures. Under outcome 2, the project team is tapping into networking and experience-sharing opportunities provided by UNCTAD.

The following data shows how the training process unfolded each year:

- | | |
|-----------|---|
| Year 2021 | - 210 applications received for both English and French course (115 and 95, respectively) |
| | - 184 selected trainees |
| | - 163 enrolled |
| | - Success rate of 72% |
| Year 2022 | English iteration: |
| | - 167 applications |
| | - 119 selected (81 women and 38 men) |
| | - 50 were stakeholders from 19 LDCs |
| | French iteration: |
| | - 143 applications |
| | - 112 candidates selected |
| | - 104 enrolled (53 were women and 51 men) |
| | - 73 were stakeholders from 13 LDCs. |

These results were achieved by seeking a high number of applications drawing on UNCTAD and EIF networks, which include LDCs and other developing countries' Permanent Missions to the UN in Geneva and NY, EIF NIUs, and regional and subregional UN offices; the secretariats of COMESA, the Gender Champions Initiative (GCI), the Inter-Agency Network on Women and Gender Equality (IANWGE) and La Francophonie; the members of the WTO Informal Working Group on Trade and Gender, the WTO Hub of Trade and Gender Researchers, and those included in the mailing list compiled by the UNCTAD team of individuals interested in trade and gender issues (the list includes over 2,000 names, including all online courses' alumni). The UNCTAD team also reached out to individual colleagues in other intergovernmental organizations, academia and NGOs. It is worth mentioning that the team put an extra

⁴ In addition to set-up of a LinkedIn group, the project team notes that all alumni are included in a mailing list and receive information on new publications, events that may of interest to them, and new iterations of the online course that may include new teaching modules relevant to them.

effort in reaching out to French-speaking countries on the basis of difficulties found in previous iterations. To this end, a French communication campaign was piloted on Facebook.

As for the achievement of outcome 2, the following participatory activities were organized:

- 2021 Invitation to events:
- Involvement of trainees in an UNCTAD 15 pre-event (unctad.org, 2021)
- 2022 Discussions:
1. The OECD Trade Policy Paper, "Trade and gender: A framework of analysis"
 2. The linkages between investment and gender and the UNCTAD IAFFE seminar
- Webinars:
3. "AfCFTA and its approach to linkages between women"
 4. "Digital upskilling for women in the LDCs"
 5. 'Welcome webinar', held on 3 November 2022;
 6. "Advancing gender equitable outcomes in AfCFTA implementation"
 7. "Is the WTO blind to gender equality issues?"
 8. "Promoting gender equality in trade, what policy responses?"
 9. "The structure of LDCs' international trade, gender and future prospects"
 10. "The role of trade in promoting gender equality"
- Invitation to participate remotely in the following events:
11. Pre-UNCTAD 15 event: Trade and gender linkages: An analysis of least developed countries, 2021
 12. CSW 65 session. Side event: What future for women small-scale and informal cross-border traders in Africa?, 2021
 13. UNCTAD 15 Ministerial Conference. High-level Panel: Shaping gender-responsive economies and societies: What role for trade?, 2021
 14. CSW 66 session. Side event: Accelerating progress in trade and gender: new policy and data developments, 2022
 15. UNCTAD event "Building Back Better and Equal: UNCTAD has a roadmap" during the Annual Conference by the International Association for Feminist Economics 2022
 16. ADB-UNCTAD virtual seminar on Gender and Trade 2022
 - UNCTAD's presentation at the World Trade Congress on Gender 2022.

EQ7b. Has internal monitoring and control been adequate in ensuring the achievement of the expected outcomes according to project planning?

The project design included a monitoring system based on a training platform, and training evaluation techniques (quizzes and essays). In the framework of the agreement with EIF, it was agreed to enhance internal control and monitoring with internal reviews, a baseline and biannual progress reports.

As suggested by EIF, a pre-training survey was carried out among selected course participants prior to the starting of the online course. According to the 2021 progress report, the vast majority of respondents (77%) indicated that they had never participated in other capacity-building programmes on the topic of trade and gender. Those who indicated having already participated in a training on this topic (23%) clarified that their source of knowledge was short online courses, generic training on gender and development, previous UNCTAD courses or specific workshops on trade and gender. Moreover, the majority of respondents (79%) also indicated not being aware of other teaching resources devoted to trade and gender issues in Developing and Least Developed Countries. 21% reported being aware of other sources of LDC-focused learning, though they mainly referred to studies and literature, discussions, working groups and work programmes of other entities. No one was able to provide reference to alternative sources of LDC-focused knowledge to develop gender-responsive trade policy from which women can benefit. This therefore confirms the baseline value of '0'.

End-of-course and end-of-activity evaluation questionnaires were sent to the participants in project activities (online course, webinars and e-platform). The completion of the evaluation questionnaire was a precondition to obtain the certificate of successful participation in the course.

According to internal reporting, several internal reviews were conducted. First, a complete draft of the module was shared with NIUs in 27 LDCs for a peer-review process that lasted two months. In addition, the same draft module was shared for peer review with the EIF Secretariat, with the UN Regional Economic Commissions in Asia and Africa (UNESCAP and UNECA), with UNCTAD's Division for Africa, Least Developed Countries and Special Programmes, as well as with independent experts. Their feedback was incorporated in the module. TORs for consultants have also been shared, discussed and agreed with the EIF Secretariat, including the international experts who were selected for drafting the teaching module and developing and managing the e-learning platform, since they have demonstrated expertise in the tasks to be performed and specific knowledge of the issues at stake. Finally, TGD reported to the EIF Secretariat and EIF Trust Fund Manager on progress against the logframe indicators on an annual basis.

EQ8. Has the project timeline been affected by possible constraints/problems? If constraints/problems have been experienced, how have they affected project objectives and have they been addressed in an appropriate manner?

The project was implemented on time, with minor delays reported. However, an earlier delivery of the 2022 training would have allowed for the allocation of some time to follow-up on actions by the end of the implementation period. The delays reported affected only the elaboration of the materials.

The final draft of the LDC module was finalised on 1st February 2021, with a slight delay on the planned timeline since the peer-review process had to be extended. It was then submitted for changes in editing, clearance, translation and layout process. After that, the teaching module was made available to the online course participants in hard and soft format.

EQ9. To what extent is this intervention coherent with and complementary to other interventions by UNCTAD that have similar objectives?

This concrete collaboration between EIF and UNCTAD taps into a pre-existing capacity-building package on trade and gender developed and used by UNCTAD under previous agreements and trainings. The teaching package included a trade and gender manual, a standard online course (open to stakeholders from all developing regions), regional online courses open to stakeholders from the regions at stake. During this project, an LDC-specific module was added to the package with the purpose of “making the training more comprehensive and enhancing its visibility.”

Sustainability

EQ10. Have the activities and outputs been designed and implemented in such a way to ensure maximum sustainability of the project's impact and possible scaling-up of activities?

According to the Management Response to the 2021 evaluation of the TGD programme, fundraising efforts are being carried out to put more emphasis in the after-training. In the meantime, the following activities were put in place to ensure the sustainability of the training:

1. **Launch of a LinkedIn alumni network:** “creating a community space for successful participants of UNCTAD online courses on trade and gender. The group allows for an exchange of views, experiences and knowledge in the field of trade and gender, and provides a platform for networking and knowledge sharing”.
2. **Online exchanges with guest speakers working on trade and gender.** Course participants were also given access to some events (conferences, webinars, see list above) addressing trade and gender issues held during the period the courses were ongoing and beyond.

In general terms, interaction has been enhanced through “Meet and greet” sessions to enable participants to meet each other and facilitators and to establish a closer connection among them and promote networking; and “Meet and ask the experts” webinars of 45-60 minutes with experts working on projects /areas relevant to trade and gender globally. Experts included experienced project leaders, researchers, and international organizations representatives. These sessions exposed participants to some real-life projects, initiatives and research efforts around the issues relevant to the course. The participants were also given opportunities to attend relevant UNCTAD activities. For example, the 2022 Annual Conference of the International Association for Feminist Economics which included several events devoted to trade and gender, and an UNCTAD 15 event and pre-event that featured a high-level debate on the specific issue.

However, the dynamisation of an alumni network through LinkedIn and by other means has not been put into practice. This limitation is related to a lack of financial and human resources. Instead, trainees were encouraged to set up a WhatsApp group, as this seems to work as a self-managed follow-up solution. The project team, tutors and participants in focus groups indicated that the group is large and very active, and its exchanges go beyond the duration of the course.

EQ11. Have efforts been made to sustain the knowledge and capacity gained in the project for future similar interventions to be carried out by UNCTAD?

The module elaborated under this project is integrated in the teaching materials of the TGD Programme (unctad.org, 2023). According to both the English and French courses tutors and the project team, several students accessed the materials again afterwards for consultation and use in their organisation, or with the aim of using them as a bibliographical reference.

Furthermore, the production of training materials informs policy briefs and reports broadly disseminated by UNCTAD, tapping into opportunities of the international agenda. They also inform interventions of UNCTAD staff in international events including UNCTAD conferences and UN processes in New York.

Additionally, one of the reported uses of the training in the survey is for further training. As per table 6, 12% of the 2021 trainees declared to use their newly acquired knowledge to train their peers, and 5% to conduct academic lessons.

EQ12. What is the additional value resulting from the intervention(s), and/or what would be the most likely consequences of stopping or withdrawing the existing intervention?

As per table I and previous evaluation questions, UNCTAD was one of the first actors to provide training on the trade and gender nexus, and this was made possible, to a large extent, by the GoF support, which provided long-term support between 2013-2020. The training programme no longer receives this core funding and requires new partnerships like the one with EIF to continue with the training delivery. According to the interviews and focus groups, it would not be realistic to expect trainees to pay for the training.

Human rights

EQ13. To what extent does the intervention advance UNCTAD's efforts to promote equitable trade and sustainable development?

The whole project rationale is about shedding light on persisting economic inequalities between men and women, and sharing knowledge on how to reduce such inequalities with gender-sensitive policies. In this respect, the project aligns with several aspects of the sustainable development agenda, including target 5.a equal rights to economic resources, target 5.c on sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels, target 8.5 on full and productive employment and decent work for all women and men, target 17.14 on policy coherence for sustainable development, target 17 on high-quality, timely and reliable disaggregated data, etc.

EQ14. To what extent did the intervention take into account the rights of all relevant stakeholders, including minority and disadvantaged groups, in its design, implementation, and products?

According to the management's response to previous evaluations, the team is committed to paying more attention to human rights issues in the drafting of future modules, and to strengthen the outreach to representatives from vulnerable groups. The interviews revealed that inclusivity can be approached from two perspectives. On the one hand, the materials can refer to the specific needs of minority groups. Indeed, the teaching module on the LDCs already devotes special attention to two particularly disadvantaged groups, namely, women living in border areas and involved in subsistence-oriented cross-border trade; and women migrants. On the other hand, inclusivity can also be approached from the point of view of the participants' selection. In this sense, representation of minorities and disadvantaged groups is low, because in order to be accepted into the courses, potential trainees must have a prerequisite level of education and hold a suitable position. This in turn would allow them to bring about changes in their organisation by using the knowledge gained in the courses.

EQ15. How participatory and inclusive have the planning and implementation of the project been?

As per EQ7, the project benefits from a participatory monitoring system that gives voice to NIUs and trainees themselves. Additionally, as explained under evaluation question 7.a, the final iterations of the course have significantly increased interaction opportunities in the form of animated discussions, webinars and invitations to events. This increased participation means that recommendations from previous evaluations have been taken on board.

CONCLUSIONS

Assessment against evaluation criteria

UNCTAD's course on trade and gender was fully *relevant*. The intervention was a training program designed to address the trade and gender nexus in developing countries, with a focus on Least Developed Countries (LDCs). The programme's training materials were customized for LDCs, and trainees were selected based on their professional backgrounds and functions, including policymakers, trade advisors, business actors, academics, and gender equality advocates. The intervention included various stakeholders likely to influence policymaking, such as government officials, civil society organizations, and academia, with a multi-stakeholder approach. End-of-training surveys revealed that the content of the course was adapted to the needs of the participants.

Despite the overall relevance of the training and adaptation to LDCs, the demand from LDC applicants is still insufficient to match EIF expectations. The courses have an additional demand from other countries and altogether applications exceed the programme capacities, which indicates that further promotion among LDCs might be needed.

The training *effectively* reached 414 trainees from 81 countries, with 51% of them coming from 34 LDCs, and 42% being male trainees. Indications of different layers of effect were collected via survey:

<i>Knowledge acquisition</i>	The course had a positive impact on the acquisition of knowledge and skills among participants, as shown by the high success rate in obtaining certificates and the positive feedback on the outcomes of the training.
<i>Trainees satisfaction</i>	The course was highly rated by participants, with 99% of surveyed trainees rating the training as satisfactory, very good or excellent upon completing the course and 97% of trainees declaring their expectations as at least fully met. The course's technical elements, such as the course registration procedure and technical instructions, were highly rated.
<i>Behavioral change</i>	97% of trainees of the 2021 cohort declared to have applied the knowledge acquired in the course in the time lapse of one year. Most of them (59%) declared to have conducted gender analysis, research or studies, and advocacy work, and a significant share of 39% have already been able to contribute to use the knowledge in different aspects of policymaking (advocacy, dialogue and concrete measures).
<i>Organisational change</i>	Most trainees (88%) indicated that their organisations are increasingly engaging in trade and gender issues, saying that their countries are incorporating gender considerations in their trade policy activities (67%), and that such changes at the national level are somehow connected with their organisations (61%).

The project comprises some *sustainability* factors that facilitate knowledge-sharing even once the training courses end. These include the insertion of every new module and iteration into a broader training programme, which is in turn inserted in the UNCTAD mandate, with a broader action plan on knowledge production and dissemination. Additionally, the management response to the 2021 evaluation of the TGD (UNCTAD, 2021a) advocated a focus on after-training efforts, and the launch of an alumni network via LinkedIn, along with online exchanges with guest speakers, and opportunities to attend relevant UNCTAD events. Interaction has been enhanced through meet and greet sessions, meet and ask the experts webinars, and opportunities to attend UNCTAD activities, but the Alumni network has not been encouraged to

follow up on post-training action, facilitate experience sharing and motivate action. Indeed, the project activity and indicator related to the follow-up of actions taken by trainees were not implemented, and its inclusion in the project logical framework was not consistent with the time and resources allocated.

The course was focused on women's rights, which are *human rights*. Additionally, some materials already refer to other human rights issues. Further attention could be put on the selection of participants that represent minority groups that are overlooked in trade policymaking.

Lessons learned

In order for a capacity-building project to go beyond training into concrete actions undertaken as a result of the training, time and resources must be allocated to this end.

Recommendations

1. As per previous evaluations, it is recommended that training delivery be accompanied with after-training activities framed under an UNCTAD Trade-and-Gender Alumni Network. Such activities, could be supported with the existing LinkedIn group and include:

- follow-up on actions undertaken by trainees;
- follow-up on policy change, advocacy challenges and opportunities, on a country basis
- facilitation of experience sharing among former trainees and between trainees and international experts
- updating practitioners with new training contents, and updating training with new practices.

2. In order for such groups to be active and activities to be effective, it is recommended that grants do not only allocate resources to module production and delivery, but allow for the subcontracting of community management services with a strong thematic expertise. Resources made available on a project basis should not target the trainees benefitting from one specific project, but be pooled together for activities following up on the overall network. Indeed, greater attention could be given to trainees from previous cohorts with higher opportunities to make an effective and practical use of the training, which could in turn inform new training materials and activities.

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ANNEX I. Informants' list

Redacted for confidentiality purposes.

ANNEX II. Training statistics

Applications

Applications and admission rate

Applications	Admissions	Rate
511	415	81,21%

Applications by gender

	Number	%
Female	285	55,77%
Male	224	43,84%
Other	2	0,39%
Total	511	100,00%

Applications by type of stakeholder

	Number	%
National ministry or other public authority	187	36,59%
Research organisation	155	30,33%
Civil society organisation	84	16,44%
Multilateral organisation	40	7,83%
Private sector	39	7,63%
Bilateral donor organisation	6	1,17%
Total	511	100,00%

Applications per language

	Number	%
English	273	53,42%
French	238	46,58%
Total	511	100,00%

Applications per type of country

	Number	%
LDC	257	50,29%
Non-LDC	254	49,71%
Total	511	100,00%

Admissions

Admissions by gender

	Number	%
Female	240	58%
Male	175	42%
Total	415	100%

Admissions by type of stakeholder

	Number	%
National ministry or other public authority	186	45%
Research organisation	104	25%
Civil society organisation	83	20%
Multilateral organisation	37	9%
Bilateral donor organisation	5	1%
Total	415	100%

Admissions per language

	Number	%
English	219	53%
French	196	47%
Total	415	100%

Admissions per type of country⁵

	Number	%
LDC	204	49%
Non-LDC	211	51%
Total	415	100%

⁵ According to the project team count, the total admissions were 221 for LDCs, and 200 for non-LDC.

Completions

Admissions and completion rate

Admissions	Completions	Rate
415	287	69%

Completions by gender

	Number	%
Female	174	61%
Male	113	39%
Total	287	100%

Completions by type of stakeholder

	Number	%
National ministry or other public authority	124	43%
Research organisation	82	29%
Civil society organisation	51	18%
Multilateral organisation	27	9%
Bilateral donor organisation	3	1%
Total	287	100%

Completions per language

	Number	%
English	153	53%
French	134	47%
Total	287	100%

Completions per type of country

	Number	%
LDC	140	49%
Non-LDC	147	51%
Total	287	100%

Certifications

Admissions and certification rate

Admissions	Certifications	Rate
415	256	62%

Certifications by gender

	Number	%
Female	161	63%
Male	95	37%
Total	256	100.00%

Certifications by type of stakeholder

	Number	%
National ministry or other public authority	108	42%
Research organisation	75	29%
Civil society organisation	45	18%
Multilateral organisation	25	10%
Bilateral donor organisation	3	1%
Total	256	100%

Certifications per language

	Number	%
English	143	56%
French	113	44%
Total	256	100%

Certifications per type of country

	Number	%
LDC	118	46%
Non-LDC	138	54%
Total	256	100%

ANNEX III. End-of-training survey

(The following survey was conducted upon finalization of each of the four iterations of the course and completed by a total of 269 respondents.)

(1) The objective of this course is to enable participants to analyze the two-way relationship between trade and gender, and ultimately to produce gender-aware policy recommendations. Based on these objectives, your expectations for the course were:

	EN	FR	Total	%
Considerably exceeded	37	20	57	21%
Exceeded	52	26	78	29%
Fully met	55	71	126	47%
Somewhat met	5	3	8	3%
Totals	149	120	269	100%

(2) Please indicate the extent to which you were previously familiar with the concepts discussed in this course:

	Count	Percent
You were familiar with all the concepts discussed. The course did not provide any new information.	2	1%
You were familiar with many of the concepts discussed. The course provided an opportunity to strengthen and build upon your prior knowledge.	50	19%
You were familiar with some of the concepts discussed. The course provided an opportunity to expand your knowledge on the topic.	187	70%
You were not at all familiar with any of the concepts discussed. The course provided an opportunity for developing new knowledge.	30	11%
Totals	269	100%

(3) To what extent was the course successful in explaining how to examine the gender profile of an economy?

	Count	Percent
Extremely	122	45%
Very much	75	28%
Adequately	57	21%
Somewhat	13	5%
Not at all	2	1%
Totals	269	100%

(4) Please indicate the extent to which the course enhanced your understanding of the two-way relationship between trade and gender:

	Count	Percent
Extremely	122	45%
Very much	68	25%
Adequately	57	21%
Somewhat	16	6%
Not much	3	1%

Not at all	3	1%
Totals	269	100%

(5) If your primary role is that of a researcher or a teacher, after completing this course, you (check all that apply):

	Count	Percent
Are confident about your ability to undertake policy-relevant research on trade and gender.	131	49%
Feel better prepared to teach your students about how to look at the economy from a gender perspective.	63	23%
Do not feel quite ready to integrate trade and gender considerations in your research and teaching work just yet, but are motivated to continue developing your skills in this area, or to cooperate with more experienced practitioners.	17	6%
Have decided that trade and gender are not your priority research areas.	1	0%
Not applicable	42	16%
Empty	15	6%
Totals	269	100%

(6) If your primary role is that of a policymaker or policy advisor, after completing this course, you (check all that apply):

Response-consolidated	Count	Percent
Are ready to design and/or implement gender-sensitive trade policy in your country.	42	16%
Can assist policymakers in your country to mainstream gender in trade policy formulation and implementation.	159	59%
Don't feel quite ready to integrate trade and gender considerations in your work just yet, but are motivated to continue developing your skills in this area, or to cooperate with more experienced practitioners.	17	6%
Not applicable.	24	9%
Empty	27	10%
Totals	269	100%

To evaluate the usefulness of the course, please give two specific examples of how you will apply what you learned in your teaching, research and/or policy advice or advocacy work in the next 6 - 12 months:

(7) Example 1

(8) Example 2

(9) From which of the following activities do you feel you learned the most?

Please rate each activity individually on a scale of 1 to 5 (1 for ineffective, 2 somewhat effective, 3 effective, 4 very effective, 5 extremely effective):

	1	2	3	4	5	Total
(a) Readers	1	10	37	114	107	269
(b) Multimedia lectures	2	10	30	90	137	269
(c) Suggested readings	5	29	67	97	71	269
(d) Quizzes and essay assignment		6	37	114	112	269
(e) E-mail exchanges with course tutor	14	25	60	82	88	269
Totals	22	80	231	497	515	1345
% of total	2%	6%	17%	37%	38%	100%

(10) Please rate the technical elements of the online course: course registration procedure - technical instructions (how to apply, how to do this course) - course DVD - website design and navigation - website user-friendliness - technical support.

Please rate each activity individually on a scale of 1 to 5 (1 for poor, 2 unsatisfactory, 3 satisfactory, 4 very good, 5 excellent (Please comment on your rating).

	1	2	3	4	5	Total
(a) Course registration procedure	1	3	39	98	128	269
(b) Technical instructions (how to apply, how to take this course)	1	8	29	98	133	269
(c) USB key	35	9	52	47	50	193
(d) Website design and navigation		9	48	108	104	269
(e) Website user-friendliness		6	52	102	109	269
(f) Technical support	8	2	49	86	124	269
Totals	45	37	269	539	648	1538
% of total	3%	2%	17%	35%	42%	100%

(11) The difficulty level of the course was:

	Count	Percent
Very high. You had to review the material several times, and even with assistance, had trouble passing the quizzes.	15	6%
High. You had to work very hard to assimilate the information.	46	17%
Moderate. Some of the concepts were difficult and this affected your quiz performance.	78	29%
Just right. After reading the material and viewing the lectures, you were able to easily complete the quizzes.	124	46%
Low. You were able to pass the quizzes without reviewing all the material.	6	2%
Totals	269	100%

(12) What did you like the most about the course content, and why? What did you like the least, and why?

(13) Were there any areas which you thought were important but which were not covered in the online course?

(14) Globally, this course was:

	Count	Percent
Excellent. You learned a lot. The presenters were knowledgeable, the materials were interesting and well designed, and the support from the tutor was timely and helpful.	162	60%
Very good. The materials and the expertise of the presenters helped you develop new skills and knowledge. The quality of the materials, the presenters and student support were above average.	82	30%
Satisfactory. The material was well organized and presented, and you learned a number of new things and updated your previous knowledge.	23	9%
Poor. The course was not worthwhile.	2	1%
Totals	269	100%

(15) We would very much welcome your personal comments on your experience with this e-learning platform professional development opportunity:

The following questions were only asked in the 2021 surveys:

(a) Prior to this online course, please rate how you evaluated the importance of strengthening your knowledge of trade and gender issues:

	Count	Percent
(5) Very important	86	51%
(4) Fairly important	28	17%
(3) Important	33	20%
(2) Slightly important	17	10%
(1) Not at all important	1	1%
Totals	165	100%

(b) Prior to this online course, please rate how you evaluated the importance of participating in gender-sensitive trade policymaking or supporting its development:

	Count	Percent
(5) Very important	68	41%
(4) Fairly important	36	22%
(3) Important	34	20%
(2) Slightly important	23	14%
(1) Not at all important	4	2%
Totals	165	100%

(c) Besides this online course, have you participated in other capacity-building programmes on the topic of trade and gender?

	Count	Percent
Yes	78	47%
No	87	52%
Totals	165	100%

ANNEX IV. Evaluation survey

Thank you for participating in this consultation on UNCTAD's online course on trade and gender. Its purpose is to collect your opinion on the course and on its effects on you and your organization.

The survey is anonymous and individual replies will under no circumstances be shared with anyone outside of the external evaluation team. The evaluation is supposed to provide recommendations on how to improve and enhance future UNCTAD courses. Therefore, please provide your honest and frank answers.

Please click 'next' to start the survey and to advance to each question. The process will take no longer than 10 minutes. Only some questions marked with a red asterisk (*) are mandatory.

(0) Please indicate the year of completion of your UNCTAD course

(1) To what extent has the UNCTAD course improved your knowledge/skills on the following topics (from "a high extent" to "not at all"):

	1	2	3	4	5	Totals
The different roles of men and women in the economy	4	2	6	31	125	168
How to analyze gender inequalities	3	8	4	41	112	168
How men and women are affected differently by trade	4	5	2	23	134	168
How to mainstream gender in policies	4	6	12	44	101	167
Totals	15	21	24	139	472	671
% of total	2%	3%	4%	21%	70%	100%

(2.1) In what ways have you applied your new knowledge/skills? Multiple answers possible.

	Count	Percent
I have done a gender analysis	32	22%
I have used my knowledge in a research/study	29	20%
I provided input for a concrete policy development	16	11%
I have used it in policy dialogue	17	12%
I have used my knowledge/skills in advocacy work	23	16%
I have trained my peers/colleagues on the gender/trade nexus	17	12%
I have conducted academic lessons on the gender/trade nexus	8	5%
I have not applied it in practice	5	3%
Totals	147	100%

(2.2) In what ways have you plan to apply your new knowledge/skills? Multiple answers possible

	Count	Percent
I plan to do a gender analysis	38	11%

I plan to use my knowledge in a research/study	56	16%
I plan to provide input for a concrete policy development	44	13%
I plan to use it in policy dialogue	47	13%
I plan to use my knowledge/skills in advocacy work	74	21%
I plan to train my peers/colleagues on the gender/trade nexus	57	16%
I plan to conduct academic lessons on the gender/trade nexus	31	9%
I do not plan to apply it in practice	5	1%
Totals	352	100%

(3.1) To what extent have you been able to incorporate what you learned into your organization?

	Count	Percent
To a high extent	24	44%
Somewhat	19	35%
Neutral	6	11%
Very little	3	6%
Not at all	2	4%
Totals	54	100%

(3.2) To what extent do you expect to be able to incorporate what you learned into your organization?

	Count	Percent
To a high extent	69	62%
Somewhat	26	23%
Neutral	12	11%
Very little	2	2%
Not at all	2	2%
Totals	111	100%

(4.1) What have been the limiting factors, if any, in you applying new knowledge/skills in practice?

	Count	Percent
My work/organization has a different focus	18	23%
Gaps/limitations in my own skills/knowledge	9	12%
Gaps/limitations in my organization's competencies/power	6	8%
Inadequate allocation of budget/resources/manpower	21	27%
Staff turnover/rotation	5	6%
Poor institutional management/coordination	10	13%
There have been no limiting factors	9	12%
Totals	78	100%

(4.2) What do you think will be the limiting factors, if any, in you applying new knowledge/skills in practice?

	Count	Percent
My work/organization has a different focus	21	12%
Gaps/limitations in my own skills/knowledge	24	14%
Gaps/limitations in my organization's competencies/power	22	13%
Inadequate allocation of budget/resources/manpower	48	27%
Staff turnover/rotation	11	6%

Poor institutional management/coordination	26	15%
There will be no limiting factors	24	14%
Totals	176	100%

(5) Please indicate what personal benefits the participation in the course had for you. Multiple answers possible.

	Count	Percent
My knowledge/skills have improved	149	30%
I feel more confident participating in discussions on gender/trade	130	26%
I have broadened my network	82	16%
I feel my position in my organization has been improved	39	8%
I have further developed my profile	100	20%
Totals	500	100%

(6) In what ways has your organization been active in trade and gender since you participated in the course?

	Count	Percent
It has been involved in policy development	47	16%
It has conducted research into trade and gender	45	16%
It has contributed to trade and gender related policy dialogues	66	23%
It has conducted gender analyses of trade measures or policies	47	16%
It has provided training on the trade and gender nexus	48	17%
It has not been active in trade and gender	36	12%
Totals	289	100%

(7) Is your country incorporating gender considerations in its trade policy activities?

	Count	Percent
Yes	36	67%
No	18	33%
Totals	54	100%

(7.1) In what ways is gender being incorporated into your country's trade policy activities? Multiple answers possible.

	Count	Percent
Evidence on the trade and gender linkages in the national economy	14	15%
Gender issues considered in trade negotiations	22	24%
Gender criteria considered in trade facilitation	21	23%
Gender impact assessed in measures supporting productive sectors and economic diversification	24	26%
Trade transparency measures with a specific focus on women	11	12%
Totals	92	100%

(7.2) Has your organization been connected to any of the above trade policy activities?

	Count	Percent
Yes	22	61%
No	14	39%
Totals	36	100%

(8) Would you recommend the UNCTAD trade and gender course to other professionals?

	Count	Percent
Yes	162	99%
No, I would recommend a different training programme on trade and gender	2	1%
Totals	164	100%

(9) Have you had access to other training or support on trade and gender?

	Count	Percent
Yes	56	35%
No	106	65%
Totals	162	100%

(10) Why did you or your organization choose this UNCTAD course? Multiple answers possible.

	Count	Percent
It was the only course of its kind available	44	11%
The course contents were better tailored to my needs than those of other courses	107	26%
The mode of delivery (platform, teaching style, etc.) suited my needs	96	23%
The decision was based on UNCTAD's reputation and expertise.	98	24%
There were no fees to participate	72	17%
Totals	417	100%

Profile of respondents

By status

	Count	%
Complete	155	72%
Partial	60	28%
Totals	215	100%

By end year

	Count	%
2021	55	26%
2022	113	53%
Empty	47	22%
Totals	215	100%

By gender

	Count	%
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Female	87	40%
Male	68	32%
Empty	60	28%
Totals	215	100%

By disability

	Count	%
Yes	1	0%
No	150	70%
Prefer not to say	2	1%
Empty	62	29%
Totals	215	100%

By country work

	Count	%
Algeria	1	0%
Belgium	3	1%
Benin	8	4%
Burkina Faso	11	5%
Burundi	1	0%
Cameroon	9	4%
Chad	5	2%
D.R. Congo	4	2%
Dominican Republic	1	0%
DR Congo	1	0%
Ecuador	3	1%
Egypt	1	0%
Ethiopia	2	1%
Gabon	2	1%
Gambia	1	0%
Ghana	8	4%
Guinea	4	2%
Haiti	2	1%
India	4	2%
Indonesia	1	0%
Ivory Coast	5	2%
Kenya	5	2%
Kyrgyz Republic	2	1%
Lao PDR	1	0%
Lesotho	3	1%
Liberia	1	0%
Madagascar	15	7%
Malawi	1	0%
Malaysia	1	0%
Mali	6	3%
Mozambique	1	0%
Nepal	2	1%

Niger	2	1%
Nigeria	3	1%
Other - Write In (Required)	5	2%
Pakistan	1	0%
Rwanda	3	1%
Senegal	1	0%
South Africa	3	1%
Spain	1	0%
Sri Lanka	1	0%
Switzerland	2	1%
Tanzania	2	1%
Togo	6	3%
Tunisia	2	1%
Uganda	3	1%
United Kingdom	1	0%
United States	1	0%
Zambia	2	1%
Zimbabwe	2	1%
Empty	59	27%
Totals	215	100%

By LCD

	Count	%
LDC	79	37%
No LCD	72	33%
Empty	64	30%
Totals	215	100%

By organization

	Count	%
Bilateral donor organisation	8	4%
Civil society organisation	26	12%
Multilateral organisation	12	6%
National ministry or other public authority	54	25%
Other - Please specify	25	12%
Research organisation	27	13%
Empty	63	29%
Totals	215	100%