



Independent Cluster Evaluation of UNCTAD support to  
**'Capacity Building on Trade and Gender –  
Online Training'**

Independent Evaluation Unit  
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# ACRONYMS

CA	Central America
CEDAW	Convention on the Elimination of All Forms of Discrimination
COMESA	Common Market for Eastern and Southern Africa
DITC	Division on International Trade and Commodities
EAC	East African Community
EIF	Enhanced Integrated Fund
EMPRETEC	A capacity building programme of UNCTAD in the area of SMEs and entrepreneurial skills promotion
GAC	Global Affairs Canada
GEWE	Gender Equality and Women's Empowerment
GoF	Government of Finland
HRBA	Human Rights Based Approach
IDEP	Institute for Economic Development and Planning
ITC	International Trade Centre
MERCOSUR	Southern Common Market
MNC	Multinational companies
MNE	Multinational Enterprises
MOPAN	Multilateral Organization Performance Assessment Network
OECD	Organisation for Economic Cooperation and Development
REC	Regional Economic Community
SADC	Southern African Development Community
SDG	Sustainable Development Goals
Sida	Swedish International Development Cooperation Agency
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
UNDP	United Nations Development Programme
UNIDO	United Nations Industrial Development Organisation
UNITAR	United Nations Institute for Training and Research
USD	United States Dollars
WB	World Bank
WBG	World Bank Group
WTO	World Trade Organisation

## EXECUTIVE SUMMARY

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 order for gender equality to be achieved, policymakers, academics and civil society activists must incorporate gender considerations in their trade-related work. Nevertheless, the reduction of the gender gap is often hindered by a knowledge gap. In response to this, UNCTAD has implemented a cluster of projects on 'Capacity Building on Trade and Gender' involving the creation and delivery of teaching packages through an online platform.

The development of the first online courses began in 2013 with the financial support of the Government of Finland (GoF), which has continued to be the primary donor. Since the delivery of the first course in 2015, fourteen iterations have been taught as part of six different projects, with additional support from the GoF and other donors: the Common Market for Eastern and Southern Africa (COMESA) Secretariat, TradeMark East Africa (TMEA) and the Enhanced Integrated Framework (EIF). The teaching resources used have undergone development and customization at different stages, coinciding with the projects' funding cycles. This has been done by incorporating modules aimed at specific regions, translating materials into different languages and incorporating a thematic module. All the courses have aimed to train professionals in government, academia and civil society sectors.

The evaluation aimed to inform future collaboration between UNCTAD and the GoF, and focused on the period between 2015, coinciding with the delivery of the first course, and 2020, therefore covering 13 of the 14 courses delivered to date. However, the evaluation is also concerned with the catalytic effects of GoF funding on action towards gender equality by UNCTAD's Trade, Gender and Development Programme, UNCTAD as a whole, and its partner and beneficiary organizations in the field. As such, the most recently delivered course and the current project underway, which will see the delivery of two further courses, were also of interest and were considered when making assessments under some of the evaluation criteria. The projects were assessed using standard DAC evaluation criteria and using the Kirkpatrick model of training evaluation, which sees training outcomes as a four-level sequence of emotional reaction, learning, behavioural change, and impact on the organization. The evaluation was conducted between 22 March and 17 June 2021.

Several different data collection activities were conducted, all of which took place online. Interviews were held with the project team, former trainees and key project partners, and focus groups were organised with former trainees. A survey gathered data from trainees who had completed courses more than one year previously to explore training effects, while results from the end-of-course surveys conducted by project staff were analysed to assess satisfaction and achievement. Document reviews were also conducted, focussing on training material and overall training design, on one hand, and project documents and progress reports on the other.

## Conclusions

The evaluation concluded that the courses were fully relevant, having addressed a real knowledge gap, and that the TGD programme continues to be the main capacity builder in trade and gender. That said, relevance might be increased by updating the general module, producing more geographic and thematic modules; and including differentiated outreach strategies for every course supported with consistent admission criteria.

The training was found to be effective considering the different layers of training effects of the Kirkpatrick's model of training evaluation. All trainees assessed the overall training positively and the modality was praised for its flexibility, though it could be more interactive and participatory.

From an individual standpoint, the training performed very well in terms of trainee learning outcome expectations and a majority of trainees displayed confidence in being able to apply knowledge. Nearly four out of five trainees passed, though success rates varied significantly between courses and have declined overall with time, while trainee numbers have increased. The range of courses has diversified with time and outreach has increased with French and Spanish translations. Some differences in training goals were also identified. Trainees learned more about the analysis of the two-way relationship between trade and gender than the production of gender-aware policy recommendations, a trend linked to a theoretical focus and a lack of concrete examples and more practical tools, in addition to the novelty of this policy approach. The courses enhanced professional confidence and motivation among policymakers and academics, but the effect is stronger among scholars. Almost all academics and policy officials have applied what they learned. CSO staff report the biggest changes in their professional work and behaviour. Overall, the positive effects are attributed to the success achieved in teaching conceptual frameworks that are applicable in analyses. The most significant limiting factors to applying knowledge are linked to resources and the focus of organizations.

A positive influence at organizational level was identified. Over four out of five trainees have incorporated what they have learned into their organizations. Trainees' organizations are engaging in trade and gender differently as a result of the training, validating the ToC. Over three quarters of trainees' countries are incorporating gender considerations and over two thirds link this change with their organizations.

Finally, some catalytic effects were identified. Positive results achieved in early projects led to additional funding being attracted from new donors. Cascade effects from the training were also identified; trainees instigated requests for further training, participated in international projects and held training sessions in their organizations and with peers. The training has also accompanied positive institutional developments in UNCTAD and COMESA, according to informants, though these effects are difficult to attribute.

Regarding efficiency, the courses have been implemented according to the budgets and calendars. With regard to M&E, the intervention has developed a systematic follow-up of applications, achievement of learning goals and trainees' satisfaction. The system could be

improved to follow up and reinforce further effects of the training, and to provide feedback for the outreach strategy in order to target specific participants. There is also a need to establish a system that can keep participants interacting as well as provide insights into how the new skills and knowledges have been applied in practice.

The project includes several sustainability elements that may contribute to ongoing knowledge dissemination. Multiple attempts have been made to stimulate dialogue on trade and gender and promote the trade and gender toolbox at international events. The TGD portfolio includes capacity development for policymakers; a substantial amount of research that will continue to influence the discussion on gender and trade; and presentations at conferences and high-level events, establishing UNCTAD as a main promoter of the trade and gender nexus. This has also spurred internal capacity building of gender mainstreaming, though more could be done to also ensure UNCTAD staff members in other departments have sufficient competencies in this regard. The UNCTAD Trade and Gender Alumni network is envisaged to facilitate information exchange among trainees and allow the TGD to gather information about the activities of trainees following the training and to what extent the training leads to actual results such as more gender sensitive policies.

The standard courses can be adapted into regional ones with the addition of geographic modules, allowing the tailoring of the teaching material without requiring changes to the majority of the content. Further specialization might increase the relevance of the trainings in future iterations. It is notable that currently there is no option for previous participants to apply for the geographical modules and therefore they have to complete the entire standard course again in order to build on the knowledge they have already acquired.

Most of the teaching materials reflect a human rights language, and refer to a number of overarching UN frameworks and conventions. However, the SDGs are largely absent from the training materials up until the agriculture module launched in 2020. The training content has a strong focus on LDCs and contains some references to vulnerable rural workers and workers in precarious positions but no in-depth assessments of these groups are provided. There is little focus on minorities and marginalised groups and potential double discrimination. Moreover, there is no strategic targeting of vulnerable or minority groups or CSOs that represent them. The training has been open to CSOs, but the courses could do more to target groups and organisations according to human rights issues raised in different regions. In order to attract applications from vulnerable and minority groups, preference could be given during the selection of trainees.

## Lessons Learned

1. Though the training materials provide a sound basis for understanding the trade and gender nexus, facilitating their continued use and adaptation and indicating ongoing relevance, it is important that key developments, such as the agreement on the Agenda 2030 and the SDGs, are properly reflected in the materials.
2. Establishing a clear target group for the intervention with an outreach strategy with clearly defined targets and systematic monitoring is essential to ensure implementation is on

track and identify adjustments. The M&E system should be designed to support learning along the way and when data is collected systematically, as has been the case with the courses, these should be analysed on a regular basis.

3. The TGD portfolio has established UNCTAD as a main promoter of the nexus. This has spurred internal capacity building of gender mainstreaming, but more could be done to also invite UNCTAD staff members to do the course themselves in order to ensure staff competences in this area.

## Recommendations

### *On the intervention's general approach*

1. Considering the positive evaluation results and persisting economic inequalities, it is recommended that the training continues and that new teaching packages and iterations build upon the existing model and its defining features. A new intervention phase could be planned with a longer-term perspective and put a greater emphasis on the post-training activities, 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.

### *On module design and course planning*

2. It is recommended the project team proceed with the update of the general course manual to capture recent progress in trade and gender, 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. 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.

3. 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. The involvement of experts from each region in tutoring and lecturing may add value to the courses.

4. Considering the number of applications received from donor countries, the possibility of designing a module specifically addressed to donors and cooperation agencies should be considered. It could draw on UNCTAD's experience, tools and good practices.

Also, inspired by the UNCTAD study on multinational corporations and the dissemination of gender values and practices, the TGD should reflect on the relevance of a specific private sector module.

5. 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 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.

6. The possibility of designing differentiated training trajectories for CSOs, Government and Academia should also be considered.

7. 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.

#### *On training delivery*

8. 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.

9. 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.

10. 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.

#### *On certifications*

11. Considering the varying success rates that follow an overall negative trend, it is recommended that different levels of certification are created, and that a catch-up mechanism for those who fail is facilitated. At least three certification levels could be created: the first would be based on the general manual and would entail a good understanding of trade and gender linkages; the second would entail analytical performance, use of data, and formulation of evidence-based policy recommendations. The third level would acknowledge thematic or geographic specialization. When a trainee does not obtain the certification, they could have a second opportunity in the following iteration of the same course.

#### *On after training*

12. It is strongly encouraged that the establishment of the alumni network is accelerated. Exchange among alumni, tutors and TGD staff should also sustain and expand knowledge on trade and gender and provide additional inspiration and motivation. The alumni network can also support the design of training trajectories that go beyond courses. Alumni activities should be a central component of new training projects and include financial and human resources for supporting activities, including community management and events.

#### *On M&E*

13. The TGD team could develop its M&E Framework to better support learning and strengthen the implementation of the programme. For instance, the team should analyse and use the 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 set up new targets based on human rights considerations, seniority or capacity of influence. Furthermore, 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.

*On outreach and communication*

14. It is recommended that advertisements target CSO groups to encourage their participation in the courses. This information should also be collected in application forms.

15. A communication and outreach strategy should be developed for each course to provide information such as who the target groups are and what the expectations are in terms of time investment to complete the course.

16. In order to ensure compliance with a human-rights-based approach, target groups should be defined and consideration should be given to how to target them. It is recommended that advertisements clearly target people of all age groups, genders, sexual identities, nationalities and population groups 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.

# INTRODUCTION

1. 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 order for gender equality to be achieved, policymakers, academics and civil society activists must incorporate gender considerations in their trade-related work. Nevertheless, the reduction of the gender gap is often hindered by a knowledge gap: policymakers and stakeholders ignore, misunderstand or are unaware of the linkages between trade and gender and consequently do not even reflect on trade policy actions oriented to reduce gender differences.

2. In view of this, UNCTAD has implemented a cluster of projects on 'Capacity Building on Trade and Gender' involving the creation and delivery of teaching packages through an online platform. The development of the first of the TGD on-line courses began in 2013 with the financial support of the Government of Finland (GoF). Since then, fourteen courses have been delivered with additional support from the GoF and other donors: the Common Market for Eastern and Southern Africa (COMESA) Secretariat, TradeMark East Africa (TMEA) and the Enhanced Integrated Framework (EIF). All the courses aimed to train professionals in government, academia and civil society sectors to improve their understanding of the trade-and-gender nexus with a view to contributing to the effective mainstreaming of gender in trade policies.

3. The present document is the final report of the independent external evaluation of the training on trade and gender provided by UNCTAD's Trade, Gender and Development Programme (TGD) conducted upon request of the GoF. As per its Terms of Reference (ToR), the evaluation should inform future collaboration between UNCTAD and the GoF and has covered all the courses delivered, including those funded by other donors, in order to assess the catalytic effects of GoF funding on action towards gender equality by the TGD programme, UNCTAD as a whole, and its partner and beneficiary organizations in the field. The evaluation mainly focuses on the courses delivered between 2015 to 2020, and was conducted between 22 March and 17 June 2021, when this report was elaborated.

4. The report is structured as follows: Sections 1 and 2 describe the intervention under evaluation and its context. Section 3 outlines the purpose, criteria and questions of the evaluation. Section 4 reviews the methodology, which was presented in more detail in the evaluation inception report. The findings of the evaluation are presented in Section 5, grouped by criteria and questions. A final section on conclusions summarizes the project assessment against the evaluation criteria, and presents a series of recommendations for UNCTAD.

# 1. CONTEXT OF THE EVALUATION

5. There have been important gains in gender equality since the adoption of the Beijing 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 are women
- 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)

6. 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 (Doc. 2013a).

7. The potential to involve women in economic participation is substantial and studies show that global GDP could increase by 25% by 2025 if women played the same role in the labour market as men (unido.org, 2021a). 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 (WTO and WB, 2020).

8. The 2030 Agenda for Sustainable Development links trade with inclusive and sustainable development and refers to trade as an engine for inclusive economic growth and poverty reduction. The Sustainable Development Goal (SDG) 8 on inclusive and sustainable growth where 'full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value' (Target 8.5) clearly states a focus on inclusive growth for both men and women and leaving no-one behind. SDG 5 further emphasises gender equality and women's equal participation in the economy as well as social and political life and SDG 17.10 calls for the promotion of 'a universal, rules-based, open, non-discriminatory multilateral trading system' that would benefit from better data on gender and trade. In total, the SDGs have 54 gender-

specific indicators and 20 of these relate to economic empowerment. Thus the trade and gender nexus is highly aligned to the SDG framework.

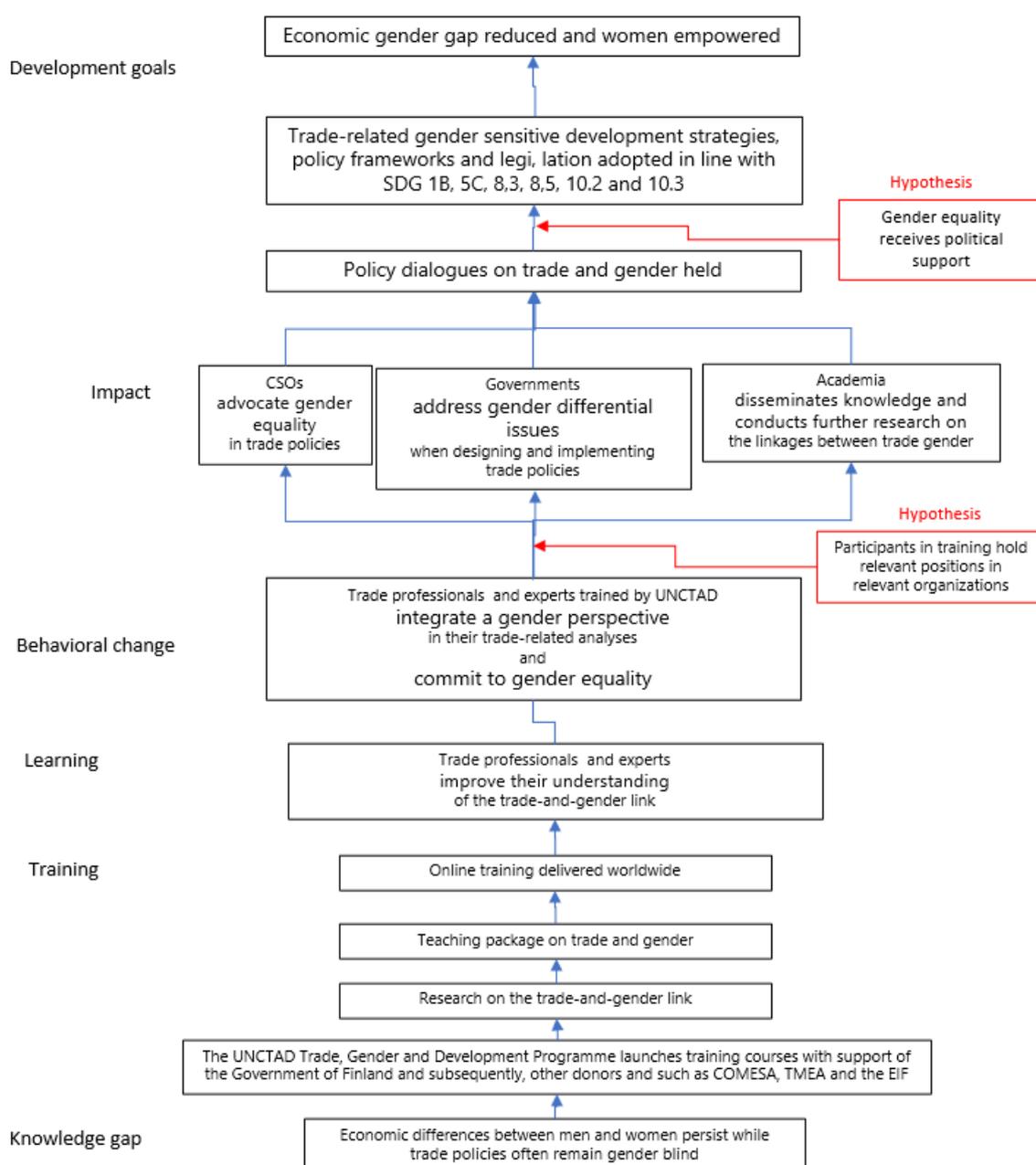
9. Despite the importance of the trade and gender nexus in achieving gender equality, national policies often do not sufficiently reflect the linkages. UNCTAD's mandate includes work to address such shortcomings. Its Nairobi commitment (Paragraph 55.bb) states that the organisation should reinforce its work in this area and 'support member states in the design and implementation of policies and the establishment of institutions that support women's economic empowerment, economic security and rights, and enhance their economic opportunities' (UNCTAD, 2016).

10. 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 the three broad areas of UNCTAD: analysis; capacity development and technical cooperation; and the promotion of policy advocacy and intergovernmental dialogue.

## 2. SUBJECT OF THE EVALUATION

11. The projects' capacity building aims were to be achieved through a teaching package on trade and gender consisting of teaching modules and an online course, implemented by the TGD. The courses were to be provided to individuals from policymaking institutions, academia and civil society organisations in specific target regions and countries. In doing so, it was aimed to improve levels of knowledge and understanding on the links between trade and gender, which would in turn contribute to trade-related policymaking, research, teaching and advocacy that integrates a gender equality perspective in the respective organisations and their activities and products.

Figure 1. Theory of Change



12. The courses and materials commenced development in 2013 and have been taught since 2015. The teaching resources used have undergone development and customization at different stages, coinciding with the projects' funding cycles. This has been done by incorporating modules aimed at specific regions, translating materials into different languages and incorporating a thematic module. Between the start of the initiative and February 2017, the courses were developed by the TDG Section in cooperation with UNCTAD's Virtual Institute, a capacity building and networking programme which forms part of the Division on Globalisation and Development Strategies. Subsequently, the TDG has delivered its courses through a pedagogical platform under the Division on International Trade and Commodities.

13. As explained in the introduction, the projects have been funded by multiple donors, with the majority of funding provided by the GoF. Between 2013 and 2015, the GoF funding covered activities and outputs including the initial development of teaching materials and the delivery of the first standard trade and gender course. From 2016 to 2018, GoF funds were to be used to create customized modules aimed at specific regions, allowing the standard seven-week courses to be extended to regional eight-week courses, and for the delivery of three courses. During the 2019 to 2020 period, GoF funds were to be used to create further regional and thematic courses and to deliver four courses. During the eight-year collaboration the GoF funds were allocated at various points for the translation of course materials from English into Spanish and French. Table 1 provides more detailed information on the GoF's financial contributions and the corresponding activities and outputs planned for between 2013 and 2020. It should be noted that the actual activities and outputs differed from the original plans in some cases, as described in following sections.

Table 1. GoF project information

Donor	Years	Contract	Beneficiaries/Target groups	Funding (USD)
GoF	2013-2015	(i) Development of introductory multimedia teaching resources; (ii) development and publication on Vi website of trade and gender teaching material; and (iii) delivery of online training course on trade and gender.	Developing countries and LDCs	203,282
GoF	2016-2018	(i) Delivery of 3 online training courses; development of modules for S.E. Asia, Caribbean and SADC; (ii) development of multimedia teaching resources for each region; (iii) delivery of 3 regional professional development workshops for academics from LDCs and lower-income developing countries in target region	S.E. Asia, Caribbean, SADC,	406,000
GoF	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 Central America (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 1 technical innovations in agriculture course; and (v) the organization of a high-level event for dialogue and exchange of results.	MERCOSUR, Central America	425,500
Total				1,034,782

Source: own elaboration

14. Support from other donors began when the TMEA provided funds for an online teaching package between 2016 and 2018 as part of a larger funding package provided to UNCTAD in the area of trade and gender, which included the production of a report on women and trade in East Africa. The online training related activities including the tailoring of the course to TMEA regional and national partners and EAC policy makers and other stakeholders. In 2017 and 2018, funds from COMESA were provided for the delivery of two COMESA regional courses, following the development and delivery of a COMESA course funded by the GoF. Most recently, the EIF agreed to fund a package between 2020 and 2022 which includes a module focused on LDCs and the delivery of two courses, and an online platform for knowledge exchange between stakeholders. Table 2 provides additional details on the planned activities and outputs to be funded by these donors. In total, fourteen iterations of standard, regional and thematic courses have been held since the first iteration in 2015.

Table 2. Other donors' project information

<b>Donor</b>	<b>Years</b>	<b>Contract</b>	<b>Beneficiaries/Target groups</b>	<b>Funding (USD)</b>
TMEA	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; (iii) production of a report on women and trade in East Africa; (iv) production of an advocacy document; (v) launching of the report in Nairobi; (vi) holding an introductory training to course participants in Nairobi.	TMEA regional and national partners, EAC policymakers and stakeholders	300,000
COMESA Secretariat	2017-2018	(i) Delivery of 2 COMESA regional courses in English and French	COMESA	32,348
EIF	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	LDCs	251,450
<b>Total</b>				<b>583,798</b>

Source: own elaboration

### 3. EVALUATION SCOPE, OBJECTIVES AND QUESTIONS

15. The evaluation has assessed the design and implementation of the cluster of six projects described in the previous section. The evaluation will focus on the period between 2015, coinciding with the delivery of the first course, and 2020, covering 13 of the 14 courses delivered to date. However, since the evaluation is concerned with the catalytic effects of GoF funding, the most recently delivered course and the project underway, which will see the delivery of two further courses, will also be of interest and will be considered when making assessments under some of the evaluation criteria. In this section, standard evaluation criteria in international cooperation are adapted to the project and its goals. Then, the evaluation questions are presented and connected to several data collection techniques and information sources.

#### Criteria

16. In this evaluation, *relevance* can be defined as the extent to which the projects reflect stakeholders' needs and gaps on the gender and trade nexus and what is the added value of UNCTAD in this regard. This has included 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 equity agenda, and the comparative advantage of UNCTAD in comparison to other institutions. The relevance of the training will be assessed for the entire period from 2015 to 2020.

17. For *effectiveness-impact*, the interventions' results and other effects have been assessed according to their initial objectives and the expectations of the project partners. This assessment also explored any catalytic effects resulting from the financial support provided by the GoF, and provides conclusions on best practices and lessons learned for future iterations of the training.

18. In order to capture the various layers of effects and impacts likely to be produced or facilitated by the training, the evaluators drew on the Kirkpatrick (1998) model of evaluation of training, which considers 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 2, while their incorporation during data collection is described in Section 4.

19. Under the *efficiency* criterion, the evaluation assessed to what extent the interventions have 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 was taken into account and the links between them and other work carried out by the TGD and other UNCTAD units were identified.

20. The assessment of *sustainability* considered 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 also assessed 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.

21. Finally, under the criteria of *human rights and the SDGs* the evaluators assessed the integration of human rights and SDGs. Specifically, this considered 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 project design and implementation; and the levels of participation and inclusiveness achieved in project planning and implementation. Key

areas explored in this regard were the selection of training participants and how the project has ensured inclusion of vulnerable groups to the extent it is possible.

*Box 2. The Kirkpatrick approach to training evaluation*

**Level 1: Reaction**

*The degree to which participants find the training favourable, engaging and relevant*

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 employees' 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*

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 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*

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; Saad and Binti Mat, 2013; kirkpatrickpartners.com, 2021)

## Questions

22. The above defined evaluation criteria were responded to through 15 evaluation questions, as stated in the ToR.

a) 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?

b) Effectiveness and Impact

4. To what extent are course participants and other stakeholders satisfied with the activities organized by the project and the quality of the outputs? (Kirkpatrick Level 1)
5. What are the key achievements of the intervention in terms of progress towards the intended results and what is the likelihood of the intervention achieving the intended objectives, including against relevant SDG targets? Is there evidence of any positive and negative changes produced by the project, directly or indirectly, intended or unintended? Have there been catalytic effects of the project at national/regional/global levels?

Evaluation Question 5 will be broken down in three sub-questions drawing on the above-described Kirkpatrick model:

- a. What are the key achievements of the intervention compared to the training objectives? (Kirkpatrick Level 2)
  - b. 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? (Kirkpatrick Level 3)
  - c. 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? (Kirkpatrick Level 4)
6. What are the lessons learned or best practices for similar future interventions?

c) Efficiency and Coherence

7. 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?
8. Has the project timeline been affected by possible constraints/problems? What has been the role of COVID-19 in 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?

d) 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?

e) Human rights and the SDGs

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 projects been?

## 4. METHODOLOGY

23. In order to respond to the previous evaluation questions and to assess the project against the above-defined criteria, information was collected from numerous sources. All the data collection activities were conducted online, including interviews and focus groups (via MS Teams), the survey (via Alchemer), and the documentary review (receiving numerous files from the project team via Sharepoint).

### Document review

24. To begin with, two different sets of documents were analysed. Firstly, the training materials and the overall training design were reviewed and compared to programmatic and strategic documents of UNCTAD, and those of other relevant development actors at the global and regional levels, including those who have partnered with UNCTAD in the delivery of the various courses under evaluation. Secondly, each project contract and their progress reports were reviewed in order to respond to evaluation questions related to project implementation (see References).

### Training statistics

25. Following several exchanges with the project team, different files kept by the project team were consolidated. The resulting database informed on the participation of 1,175 trainees in 13 courses by consolidating information from lists of applicants (13 files); grade files (10); personal data of successful alumni (1) and a survey aimed at exploring interest in the set-up of an alumni network (see Annex II. Training statistics).

### Consolidated end-of-training survey

26. The project team files also included lists of individual answers to an end-of-training evaluation that had been systematically conducted after each course. These files were also consolidated so that indicators of satisfaction and achievement were produced based on responses from 1,224 trainees (see Annex III. Feedback survey).

### Evaluation survey

27. While the training statistics and the end-of-training survey provided information on the different stages of the courses (admissions, dropout, certification rates, etc.), an evaluation survey was launched to explore effects beyond the duration of the training following the Kirkpatrick model of training evaluation. The survey was sent to 1,182 successful trainees having finalized their training at least one year ago, and responses were received from 342 participants representing 29% of the target group<sup>1</sup>. (See Annex IV. Evaluation survey).

### Interviews and discussion groups

28. Three different sets of interviews and discussion groups based on open-ended questionnaires were held to provide key project stakeholders with the opportunity to make their own assessment of

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<sup>1</sup> According to the standard error test, this represents a 4% margin of error at a 95% confidence level.

the project performance and reflect on its way forwards. The first set of interviews was addressed to the project team, and key project partners, such as representatives from other UNCTAD departments, COMESA, EIF, TMEA, the Government of Finland, and UN regional commissions.

29. Based on indications of positive longer-term effects from training found in the evaluation survey and document review, some former trainees (having finalized their training at least one year ago) were invited to provide richer information on behavioural and organizational changes aligned to the intervention logic in discussion groups convened on a country or region basis. Three discussion groups were held (COMESA, Uganda and Zimbabwe) while two additional groups were proposed (Chile and Burkina Faso) and were cancelled due to lack of responses.

30. Finally, a third series of interviews of trainees from recent courses was conducted. These interviews allowed for triangulation of the end-of-training survey.

## 5. FINDINGS

### Relevance

*The training design addressed a real knowledge gap and aligned to the international development agenda*

31. Mainstreaming gender equality in trade policy, as in any policy area, follows the approach of the Beijing Declaration and Platform of Action (UN, 1995). The declaration represents the international consensus on gender equality but has yielded different results in different policy areas. In fact, 20 years after the IV World Conference on Women, when the UNCTAD training on trade and gender was launched, very little was known about how gender and trade were connected, and how policymaking in this domain could concretely contribute to gender equality. At that time, awareness of these connections was largely limited to academia; within the trade community the linkages were not understood, though the topic attracted considerable attention. At that time, UNCTAD was one of the first actors to promote awareness and analytical capacities on the trade and gender nexus and responded to the trade community's interest. Since then, it has been recognised as a first mover in this aspect.

32. According to the progress reports, the relevance of the training was confirmed year after year by the number of responses received to every call for applications.

33. The average number of applications per course was of 102, and the average size of each course was 94 trainees. These applications met the project partners' expectations in terms of geographical outreach (see map in Figure 2). Indeed, the analysis of consolidated statistics from thirteen courses reveals that applicants came from 129 countries, covering almost the entire world.

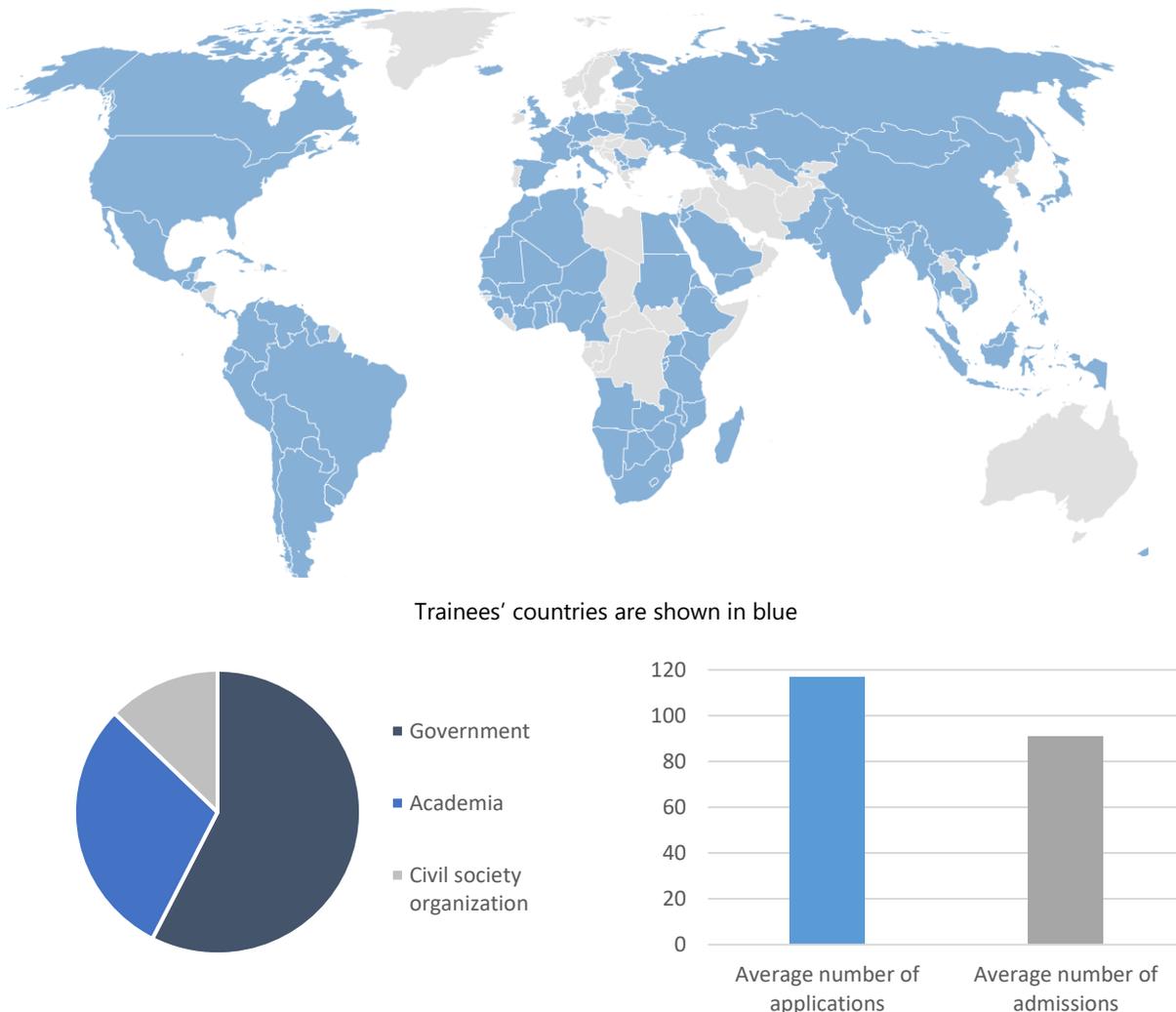
34. The intervention has paid increased attention to trade and gender issues in LDCs. Three of the regional modules (COMESA, EAC and SADC) have a strong focus on LDCs, with the majority of the members of these regional economic communities (RECs) being LDCs and also comprising the majority of their training participants. Overall, 36% of the trainees were from LDCs. Trainees from LDCs are less likely to complete the training, but more willing to get involved in the alumni network.

35. Another key element of the intervention was targeting of stakeholders likely to influence policymaking. The main targets of the training are government officials, who are expected to incorporate gender considerations in their trade-related work and promote gender-sensitive policymaking within their departments. CSOs were expected to extend gender-differentiated data and increase the robustness of their advocacy, while academia was expected to integrate gender

analysis in research programmes and curricula to further produce and disseminate knowledge on the trade and gender nexus. As per the applications represented in Figure 2, the three target groups confirmed the relevance of this multi-stakeholder approach.

36. This said, two informants from intergovernmental institutions have indicated that the training contents were mainly oriented to government officers and suggested that differentiated courses or modules should be made available to CSOs and academics. The training for academics should elaborate on theories and research methods, while that for CSOs could keep the focus on real cases but also address communication and political aspects of policymaking.

Figure 2. Training outreach

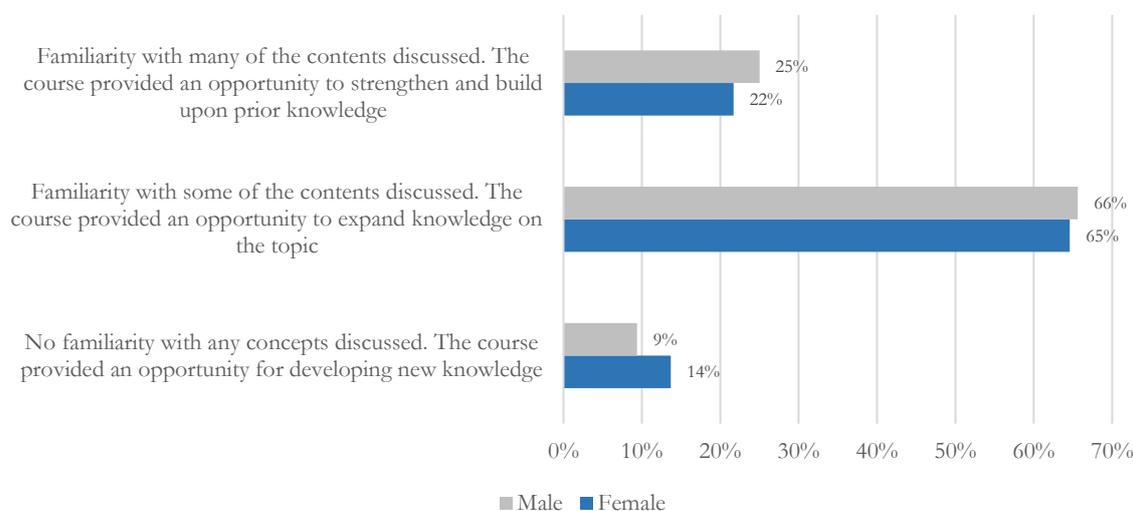
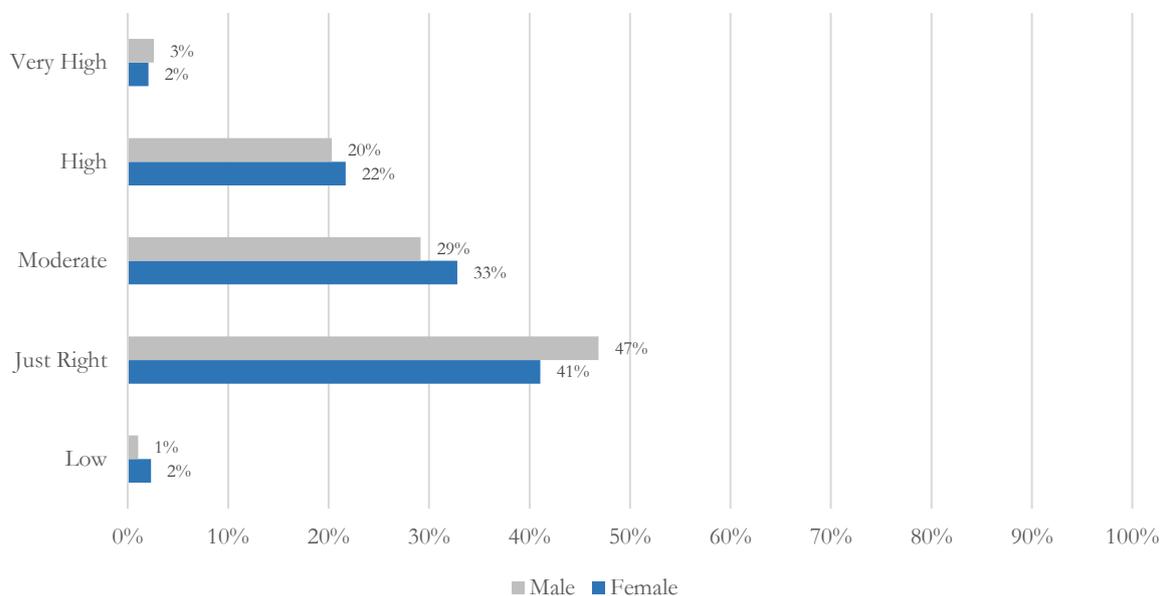


Source: training statistics

37. According to the end-of-training surveys, the content of the courses was also adapted to the trainees' needs in consideration of their previous knowledge. More than three quarters of the trainees surveyed found that the course difficulty level was just right (the quizzes were easily completed after reading and viewing the materials) or moderate (difficulties were perceived for some concepts). This was confirmed in interviews with previous participants. While one interviewee said the level of the quizzes could have been more advanced, others said they had had to review the course materials to ensure that they completed the quizzes correctly. This suggests that participants were challenged enough to necessitate further study but without the difficulty level being excessively high.

Additionally, only a small percentage considered that the courses allowed them to build upon previous knowledge, while the majority found that the training provided new knowledge or found that only some of the concepts were familiar to them.

Graph 1. Difficulty level and previous familiarity with the course topic, assessed by the trainees (N = 645)



Source: end-of-training survey (Annex III, Questions 2 and 10)

*The current relevance of the training can be reinforced by updating and further adapting teaching packages and by rethinking the outreach and admission process*

38. All evaluation participants agree that the trade and gender linkage has attracted a lot of attention from researchers and practitioners in recent years. As shown in Table 3, today there are several institutions other than UNCTAD that provide training or other capacity building activities related to trade and gender. Moreover, as explained in the effectiveness section, the professionals

already trained by UNCTAD, some of whom are scholars, and the research pieces that have been generated, are further disseminating knowledge, often at the request of other international organizations and donors.

39. However, several findings indicate that the training is still relevant. According to in-depth interviews and discussions, although invoking the trade and gender nexus does not provoke public opposition anymore, gender issues are still found to be irrelevant by many trade policymakers. Additionally, trained officers often rotate. While this might help to disseminate knowledge across areas, it weakens trade institutions in an area where knowledge is still consolidating. Finally, almost all the former trainees surveyed would recommend UNCTAD's courses to other professionals, and many of them (149 people, representing around 20% of the successful trainees) have attended more than one course. Box 3 provides an example of how previous participants have recommended the course to colleagues.

*Box 3. Trainee course experience*

Global Affairs Canada Trade Agreements Secretariat has sent an employee to attend UNCTAD's trade and gender course every year during the last three years. According to the most recent participant, the course was highly appreciated and relevant, theoretically and challenging while at the same time managed to embrace a wide range of participants from different backgrounds. It was possible to do the course without an economics background, although it required some dedication in terms of grasping the different concepts. If you were well versed within economics the course allowed you to further advance in terms of the gender aspects. In particular, the final essay was mentioned as a great opportunity to analyse your own context by applying the concepts acquired in the course. This was a very central exercise that challenged the participants to invest in understanding their own context, in addition to their countries' trade agreements and practices from a gender perspective. The essays could, however, have been shared with other participants to ensure learning from each other. In general, the assessment was that participants could have been requested to share what they had learned with each other to a greater extent and the facilitator could have made more active use of participants for best practice examples.

During the course, a WhatsApp group was initiated and here the discussion was described as being at a very high level and several participants requested support and input from other participants when developing concrete policies. While the interviewee had to leave the discussion after some time the group seemed to have been very valuable for a dozen of the participants.

Source: trainee interview

40. That said, some suggestions have been made on how to increase the current relevance of UNCTAD courses. First, the teaching packages could be updated<sup>2</sup>. The first volumes on the trade and gender nexus were developed in 2014 and analyse a number of important aspects such as women's role in the economy, including micro- and macro-economic aspects, and provides some sectoral analyses. Initially, the courses were developed to provide an introduction to the trade and gender

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<sup>2</sup> According to UNCTAD, an update of the first general module is currently underway and the new version will be made available for peer review by trade and gender experts at the end of August 2021.

nexus based on extensive research and therefore resting on a substantially academic ground. However, trainees from recent iterations indicate that the materials are somewhat outdated. One participant who recently finalized the course indicated that the material was from 2013. Another participant mentioned that the materials for MERCOSUR omitted the December 2017 Buenos Aires Declaration on Women and Trade where 118 WTO members endorsed the collective initiative to increase the participation of women in trade. Also, interviewees mentioned that good practices in Uruguay, a country which is widely covered in the MERCOSUR module, and which would have been relevant and provided inspiration on gender-sensitive policy action, were not sufficiently incorporated in the course.

41. The general module has been supplemented with geographically-focused courses such as those on the SADC, MERCOSUR, Central America and East Africa, with the intention of further enhancing the capacity of participants in a regional context. This occurred as a response to a concrete demand from participants and several of the standard course participants have also completed the regional courses. These courses are built around research conducted on agriculture, industry and services and the gender dimensions and inequalities these sectors reflect in the different regions. It is, however, a missed opportunity that it has not been possible to sign up for regional modules without completing the entire course standard course too. Thus, previous participants cannot build on top of the already completed course but need to undertake the entire course again. According to UNCTAD, the TGD plans to resolve this issue by creating a shorter introductory module that will be delivered before the regional modules.

42. One of the most recent modules to be created and delivered follows a sector approach by focusing on the agriculture sector and innovations and adaptations in technology, and differences between men and women in terms of their access to and uptake of technology, levels of access to information and finances. This module can be a means of further enhancing previous participants' knowledge and can be conducted as a standalone course. As with geographic modules, this sector module contributes to the courses' ongoing relevance.

43. While the geographical modules are seen as relevant additions to the standard course (evident from the large percentage of previous participants applying to later do a geographical course), further adapting the courses to specific sectors and topics has been suggested as a good strategy to increase the training complementarity with other UNCTAD activities, such as technical assistance and policy dialogue. Regarding the geographic adaptation, it is suggested that course planning, funding and tailoring be done in partnership with UN regional commissions, while tutoring and lecturing involves experts from each region. Regarding the thematic adaptation, it has been suggested that partnerships be sought with other UNCTAD departments so that the training becomes more relevant to senior and highly specialized profiles, and complementary activities be conducted by those departments<sup>3</sup>.

44. Finally, it must be noted that almost 70% of participants were women. This is beyond the standard range of gender balance (40-60%) and likely results from a higher level of interest in gender issues on the part of female professionals. Since the majority of policymakers are likely to be men, it leaves the question of whether the right participants have been enrolled<sup>4</sup>.

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<sup>3</sup> In this respect, see the case of the UNCTAD TGD-EMPRETEC collaboration which is mentioned in the effectiveness section.

<sup>4</sup> In the case of the LDC-focused, EIF-funded course underway at the time of the evaluation the gender balance is different to the average from previous courses. The participants comprise 26 women and 53 men.

## *UNCTAD continues to be the main actor conducting research and capacity development on the trade and gender nexus*

45. As explained in previous sections, UNCTAD was one of the first actors to promote the trade and gender nexus and has been recognised as a first mover in this area. Initially, there were few actors working on the nexus and there was a perception that the nexus would not continue to be relevant. However, the continued interest from donors such as the GoF led to UNCTAD setting up the TGD programme. Donors supported this development and UNCTAD was subsequently successful in attracting additional funding from new donors.

46. UNCTAD continues to be the main actor conducting research and capacity development on the trade and gender nexus and while other actors - for example the WTO, UNWOMEN, the International Trade Centre (ITC) and UNIDO - are increasingly focusing on the nexus (see Table 3), UNCTAD remains the main provider of capacity building activities. For instance, Global Affairs Canada (GAC) is increasingly focusing on ensuring gender mainstreaming in trade agreements and are often highlighted as a best practice example, also by UNCTAD, in this aspect. They have established mechanisms to ensure stakeholder views in ongoing trade negotiations and the Memorandum of Understanding established by New Zealand, GAC and Chile in 2020 puts gender implications of trade at the center of the discussions (WBG/WTO, 2020).<sup>5</sup> Hence, they have accelerated in practice. However, they have done less in terms of capacity development and as Box 3 explains, they rely on UNCTAD's courses for their own employees. Furthermore, while many of the other actors provide short training sessions, such as workshops, or have single modules on the topic, UNCTAD's courses are more comprehensive and in-depth, providing concrete country examples<sup>6</sup>.

*Table 3. International actors in trade-and- gender capacity building*

<b>Organisation</b>	<b>Mandate on Gender &amp; Trade</b>	<b>Specific Capacity Development Activities</b>
OECD	Work on the topic of trade and gender through WTO Aid for Trade initiative	Tools for crafting gender-responsive trade policies (with WTO) Workshop on gender inclusive competition policy research, including into analytical frameworks for trade and gender (OECD, 2021)
WTO	2017: Gender & trade focal point 2018-19: Mandate to develop training module 2020: Informal working group on gender and trade	Workshop on the role of gender in the development of standards Workshop on Enhancing the Participation of Women Entrepreneurs and Traders in Government Procurement. Workshop on gender in trade agreements Webinar: Trade Dialogue on Women and Trade Events on: women in global value chains, women in digital trade, applying gender lens to WTO (wto.org, 2021).

<sup>5</sup> Women and trade, the role of trade in promoting gender equality, World Bank Group, World Trade Organization, 2020

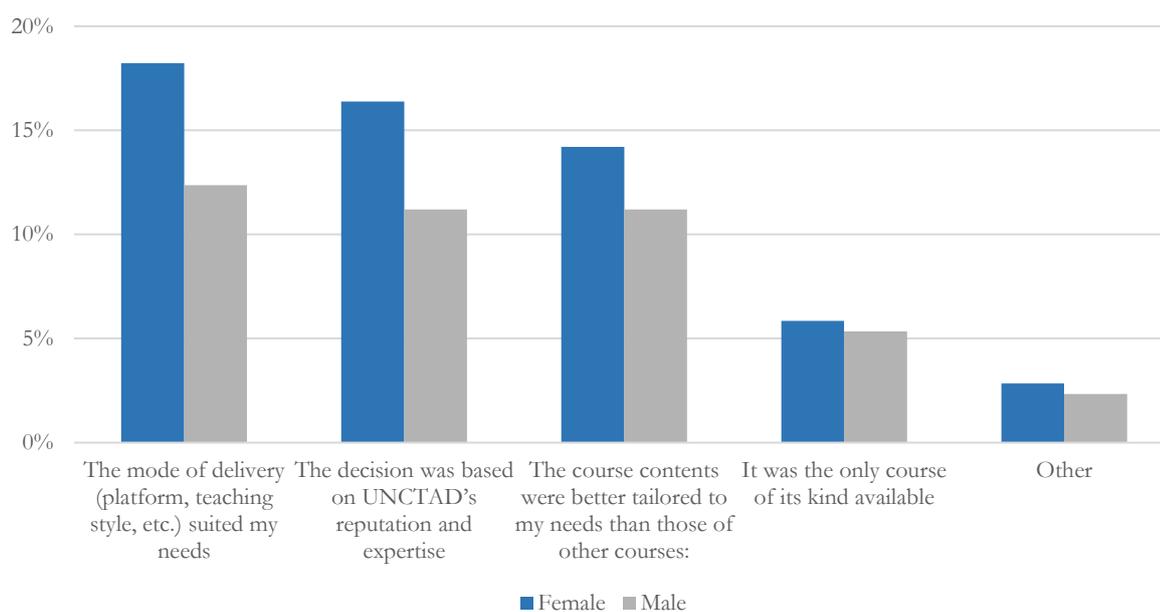
<sup>6</sup> Apart from the actors listed in Table 3, there are also initiatives from USAID.

UNWOMEN	Basic and intermediate level training modules on Engendering Economics. Focus on building country staff's understanding of women's empowerment	I Know Gender: An introduction to Gender Equality. Module 13 on Trade and Gender (developed with UNCTAD) (unwomen.org, 2021) Gender-responsive macroeconomics and public policy
Swedish International Development Cooperation Agency (Sida)	Strong mandate on gender equality and requirements for gender analysis in all programmes Policy brief on gender and trade.	Supported the Gender and Trade Toolbox developed by UNCTAD (UNCTAD, 2017).
GAC	Established transparent mechanisms to ensure stakeholder views incl. from women's organisation and ensures gender analysis in all programmes	Train negotiators in trade negotiations Gender Equality and Trade-Related Capacity-Building, A Resource Tool for Practitioners (CIDA, 2003).
UNIDO	Trade, investment and innovation gender brochure.	Five-day training programme on gender and industrial development. One of the facilitators specialises in trade. (unido.org, 2021b) Guide on gender mainstreaming trade capacity-building projects (UNIDO, 2015).
IDEP	Established Gender, Social Inclusion and Trade (GST) Working Group	Gender, trade and development course (unidep.org, 2019). Several workshops on gender and trade
ITC	Increase economic benefits for businesswomen in developing countries through greater integration in international trade.	Working with buyers and governments to increase demand for goods and products. Building capacities in trade support institutions and for entrepreneurs. Increasing awareness among policymakers (intracen.org, 2021).
UNITAR	Limited. Training and research activities.	Course on Gender mainstreaming in renewable energy trade (uintar.org, 2021).
UNDP	Focus on economic empowerment and gender issues in all aspects of economic development	Course on Gender-Responsive Economic Policy Management (2012-2013), including a module on trade and gender (undp.org, 2021) Research, including into trade, gender and poverty (UNDP, 2015).

Source: evaluator's elaboration

47. The interviews and discussion groups have confirmed that UNCTAD's track record in trade and gender is known and appreciated by the project targets when choosing the training. Also, as shown in Graph 2, UNCTAD's reputation and expertise in this area is the second most cited reason for choosing its courses, after the mode of delivery.

Graph 2. Reasons for choosing the course



Source: evaluation survey (Annex IV, Question 12)

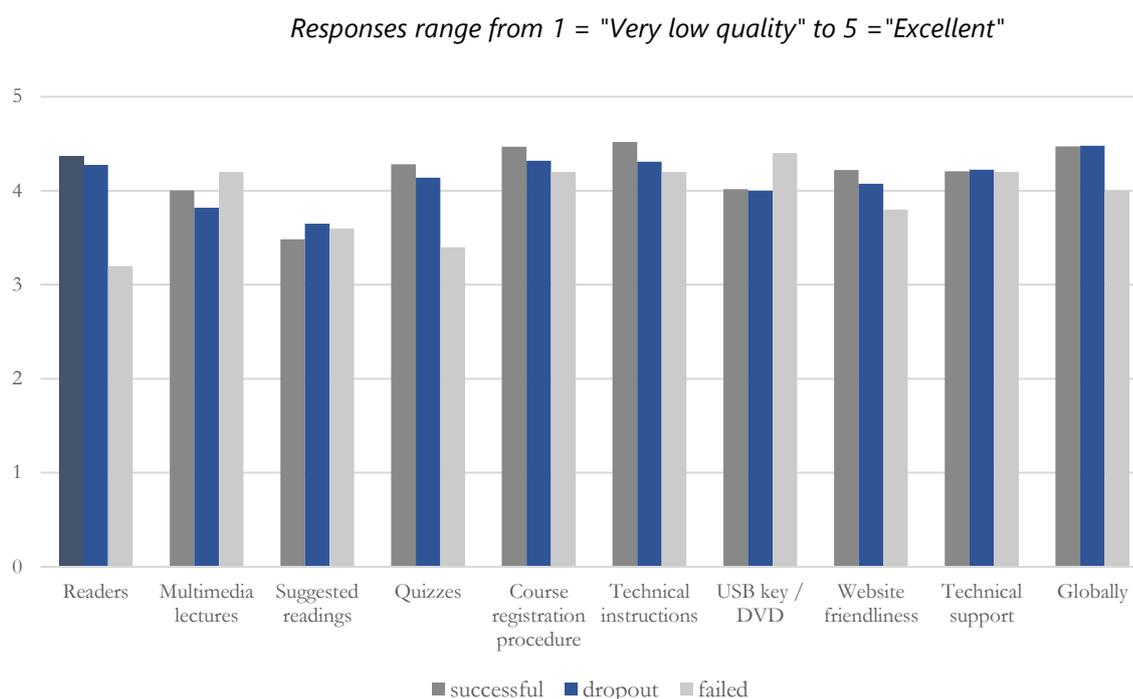
## Effectiveness

### *Course participants and other stakeholders were satisfied with the training and the quality of the teaching packages (EQ 4)*

48. Fourteen trade and gender courses have been delivered. The last of these courses was still underway during the evaluation and data was analysed for all but this last course<sup>7</sup>. In total, the thirteen courses were attended by 1,277 trainees from 128 countries, with 36% of the trainees coming from 32 LDCs, and 66% being women. As shown in Annex III, all the surveyed trainees assessed the training as satisfactory or excellent at the end of the course. In a one-to-five scale, the overall quality of the course and that of its various technical aspects is assessed above three.

<sup>7</sup> A fifteenth course, held between 31 May and 25 July, is underway at the time of writing this report.

Graph 3. Trainees' assessment of training quality



Source: end-of-training evaluations (Annex III, Questions 8 and 9)

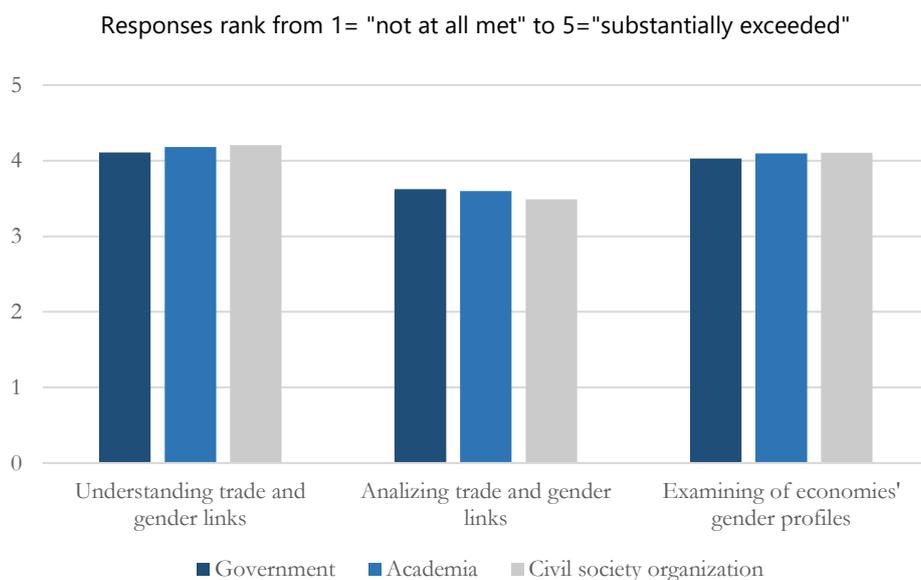
49. Annex III provides additional data on the participants' reaction to the training immediately after the course. Positive reactions are consistent across gender (see Graph 2 above), countries and type of stakeholder. Even trainees who dropped-out or failed have a positive assessment of the course's quality, which, according to the Kirkpatrick model, is an indication of the acquisition of useful knowledge among professionals. An interview with one trainee who did not pass the course confirmed that the course materials were very rich but also required some substantial time input which was difficult to allocate along with a full-time job.

50. Some informants and the project team itself believe that the course could benefit from videoconference technologies, which have been broadly spread during the pandemic, to make the course more interactive<sup>8</sup>. At the same time, the current mode of delivery (online and mostly asynchronous) has been praised by many participants for being easily adaptable to individual schedules. Some trainees noted that the learning platform initially seemed rather basic but as the course progressed, it turned out to be well-organised and structured, easy to use and fit for purpose.

51. Trainees also provided positive feedback at the end of each course on the extent to which their learning outcomes were achieved. Ninety-seven percent of the surveyed trainees believe that the courses fully met, exceeded, or considerably exceeded the objective of enabling them to analyse the two-way relationship between trade and gender and ultimately to produce gender-aware policy recommendations. Also, the majority of the surveyed trainees showed confidence in applying the knowledge acquired, which included an understanding of the trade-gender linkages and the capacity to analyse such linkages as well as the gender profile of an economy (see Graph 4).

<sup>8</sup> According to UNCTAD, the LDC-focused, course funded by EIF, which is underway at the time of evaluation, includes a number of online lectures by relevant experts. Participants have also been invited to online events and conferences on trade and gender run by UNCTAD and its partners.

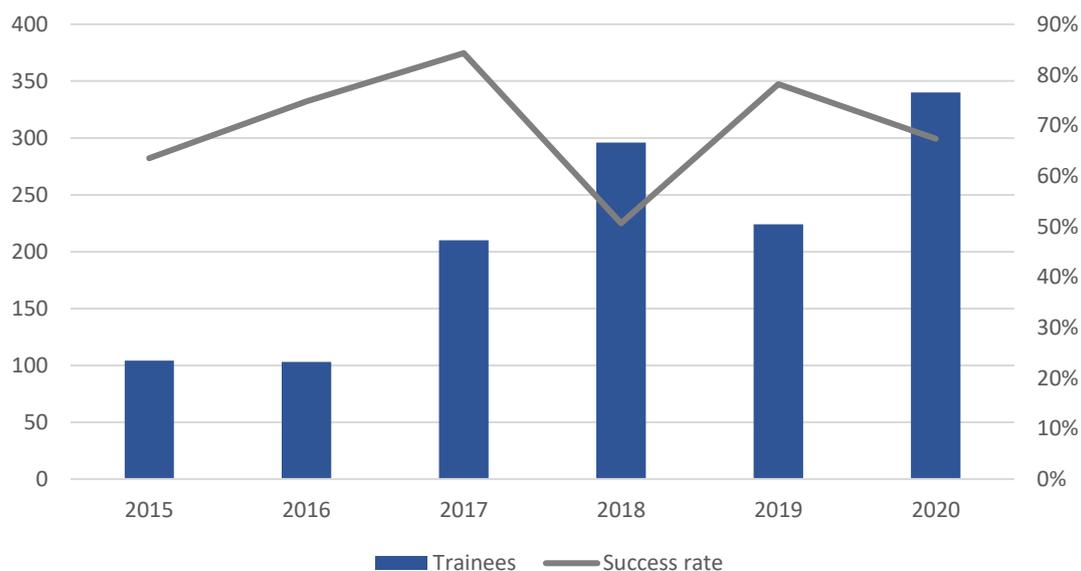
Graph 4. Achievement of learning outcomes



Source: end-of-training survey (Annex III, Questions 1,3 and 4)

52. Tutors also confirmed the achievement of learning outcomes by trainees, awarding 78% of the trainees with passing grades. However, this success rate has decreased across the years, while the number of trainees has increased, a trend which the project team think may be due to a growing number of people being interested in trade and gender but not all of them having a strong enough background in the topic to successfully engage in the course. Indeed, success rates have a significant variance, ranging from 51% to 100%, and during the interviews it has been indicated that while the quizzes have been the main determinants of the high success rates, the final essays have raised some doubts about the real capacity of successful trainees to conduct gender-differentiated analysis.

Graph 5. Number of trainees and success rate by year

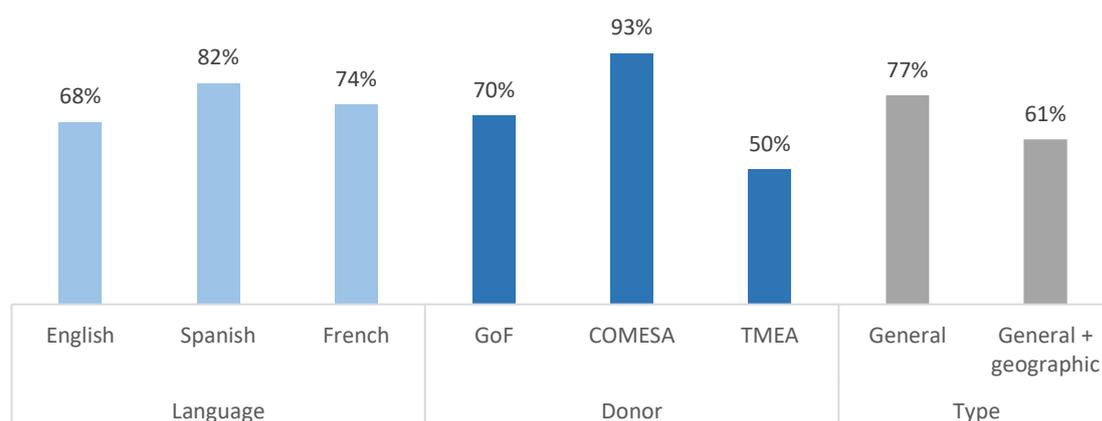


Source: training statistics

53. As explained in the relevance section, the trade and gender training provided by UNCTAD has diversified across the years to better adapt to beneficiaries' needs. The COMESA module was translated into French during the GoF 2016-2018 project and the standard course was translated into French and Spanish during the GoF 2018-2020 project. The MERCOSUR and Central America modules were also translated into Spanish during this project. The translation of the standard course into French was done in response to requests from francophone countries and the opportunity to participate in the first French iteration of the COMESA course (May-July 2019) was taken up by 52 French-speaking trainees from 18 countries, the majority from francophone African countries<sup>9</sup>. The training outreach, in terms of participants, increased as materials were translated into French and Spanish and focused on specific RECs while success rates decreased. Lower success rates are found in courses delivered in French, including a geographical module, and TMEA funding.

54. Two informants, both of whom were from African countries, indicated that the courses should not be so demanding, neither in terms of admission requirements nor during the examination and certification process. It has been indicated that such perceived failures demotivate trainees in engaging in the issue of trade and gender as well as recommending the training to peers. It has been suggested that a catch-up process should be introduced for those who do not obtain their certificate on first attempt.

Graph 6. Success rates by course language, donor and number of modules

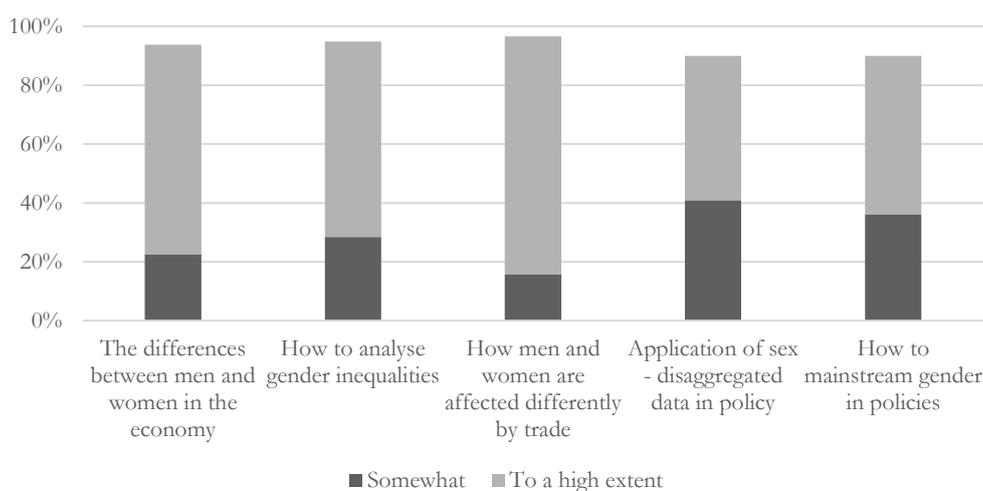


Source: training statistics

55. In the framework of this evaluation, a new survey was conducted of successful students who finalized their training at least one year ago. Respondents have confirmed the overall feedback provided in the end-of-training survey with regards to knowledge improvement, but they have also pointed to some differences among training goals. As shown in Annex IV (Question 1), former trainees also reveal differences between the achievement of each of the two aspects of the course objective: trainees have learned more about the analysis of the two-way relationship between trade and gender than about the production of gender-aware policy recommendations. This has been confirmed in focus groups and interviews and has been linked to the lack of concrete examples and the novelty of this policy approach.

<sup>9</sup> The remaining modules are only available in one language: SADC (English), EAC (English), Central America (Spanish) and Technological Innovation in Agriculture (English).

Graph 7. Improved knowledge/skills (% of surveyed alumni who select a topic) (N = 297)



Source: evaluation survey (Annex IV, Question 1)

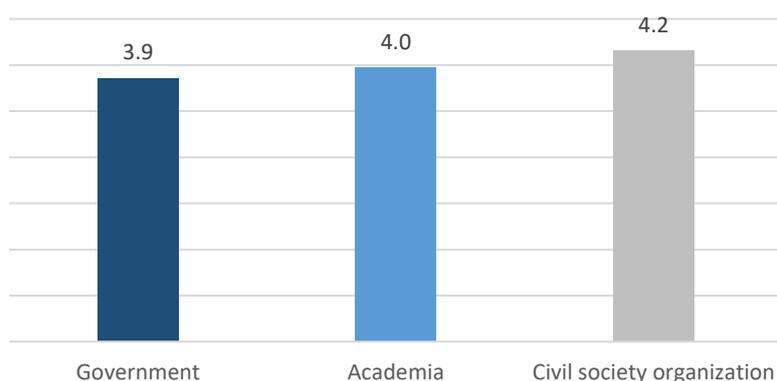
*Beyond the delivery of the training, evidence was collected about positive behavioural and organizational impact, and on some catalytic effects*

#### Behavioural effects

56. As per the methodology section, this evaluation has explored the effects of the training beyond knowledge acquisition and looked at how the knowledge acquired has in fact influenced trainees' professional behaviour and attitudes. A first positive indication in this respect is found in the feedback regarding self-confidence provided by trainees at the end of each course. The courses enhanced professional confidence and motivation among CSO, government and academia (Graph 8).

Graph 8. After completing this course, indicate how confident you feel to put in practice this knowledge

Responses range from 1 = "Have decided not to work on the topic" to 5 = "Feel confident to put into practice the knowledge."



Source: End-of-training survey (Annex III. Question V)

57. The confidence and motivation felt by trainees after the training (see Annex IV. Question 2) has translated into action in most cases. According to the evaluation survey, 93% of the trainees have applied their knowledge one year or longer after the end of the course, and the rate raises to 95% for trainees who showed confidence and motivation in the end-of-training survey. The most cited

applications are producing research or studies (for 56% of the surveyed trainees), advocacy work (42%), policy dialogue (40%) and providing input for a concrete policy development (35%).

58. One of the interviewed trainees, who worked in the President's Office in Rwanda, explained how the course had helped him change his attitude and behaviour concerning gender. As reflected in Box 4, this has already spurred some concrete initiatives and while he mentioned having achieved good progress in the public sector, he now wanted to address the private sector, as very few women are included in management. This indicates that the course has had concrete impact on policies in Rwanda but also provides an insight into the level of willingness of companies to hire and promote female staff members. Rwanda has quotas in the public sector for female participation but the importance of having a change agent advising the President in these matters cannot be underestimated. While other donors, including Sweden,<sup>10</sup> have supported Rwanda in developing gender sensitive policies, it is likely that the course has contributed to these processes and thereby supported other development processes in place.

*Box 4. Trainee experience following course*

A highly-ranked government official in Rwanda in charge of advising the president on trade policies and strategies found the COMESA course online and signed up for it. He explained:

*"what I learned was to include gender in all. We still have a long way to go e.g. in cross-border trade. Women are involved in small informal business in Rwanda. In top business all are men. With the course I started challenging status quo (...) We formalised processes to involve women (...) If you look at my staff in my unit (10 people). Now 80% are women."*

Not only has progress been achieved within his own organisation, but there are also concrete results related to specific policies. The financial sector has been a key focus area where he has advocated for more gender equality measures and with good progress achieved.<sup>11</sup> While this is the result of pressure from several sides, having change agents centrally placed is essential to ensure change.

In addition to working in the President's Office, he was also a researcher, and his next project was a research study on the impact of having females in management. He wanted to further understand gender relations in the private sector and so had signed up for the LDC course.

Source: trainee interview

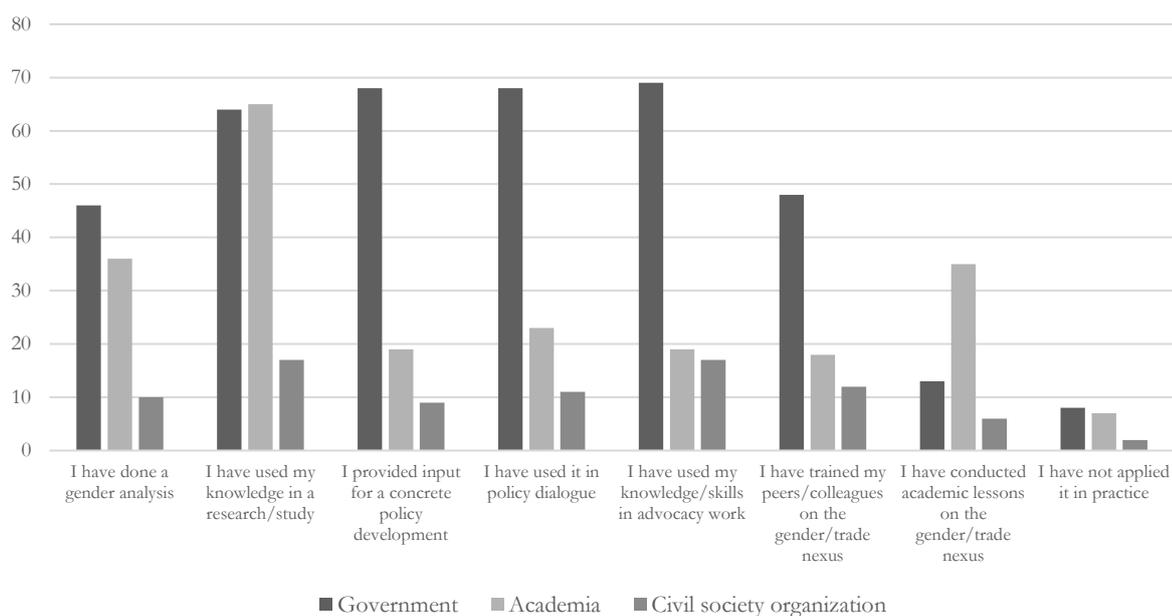
59. Overall, CSO staff are those who have declared the most changes in their work and professional behaviour, particularly in research and advocacy. As per Annex IV, when asked about the limiting factors in applying the knowledge and skills acquired, the most cited ones are inadequate allocation of budget/resources/manpower (especially relevant for CSOs) and the organizations' focus (particularly in the case of bilateral organizations).

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<sup>10</sup> For example, Gender and Access to Finance, Gender Monitoring Office, with support from Sida, National Bank of Rwanda, ONE UN, 2017

<sup>11</sup> "Rwanda bridges gender gap in financial inclusion by 10%. The New York Times, Rwanda's leading Daily, 23 March 2021. <https://www.newtimes.co.rw/news/rwanda-bridges-gender-gap-financial-inclusion-10>

Graph 8. In what ways have you applied your new knowledge/skills?



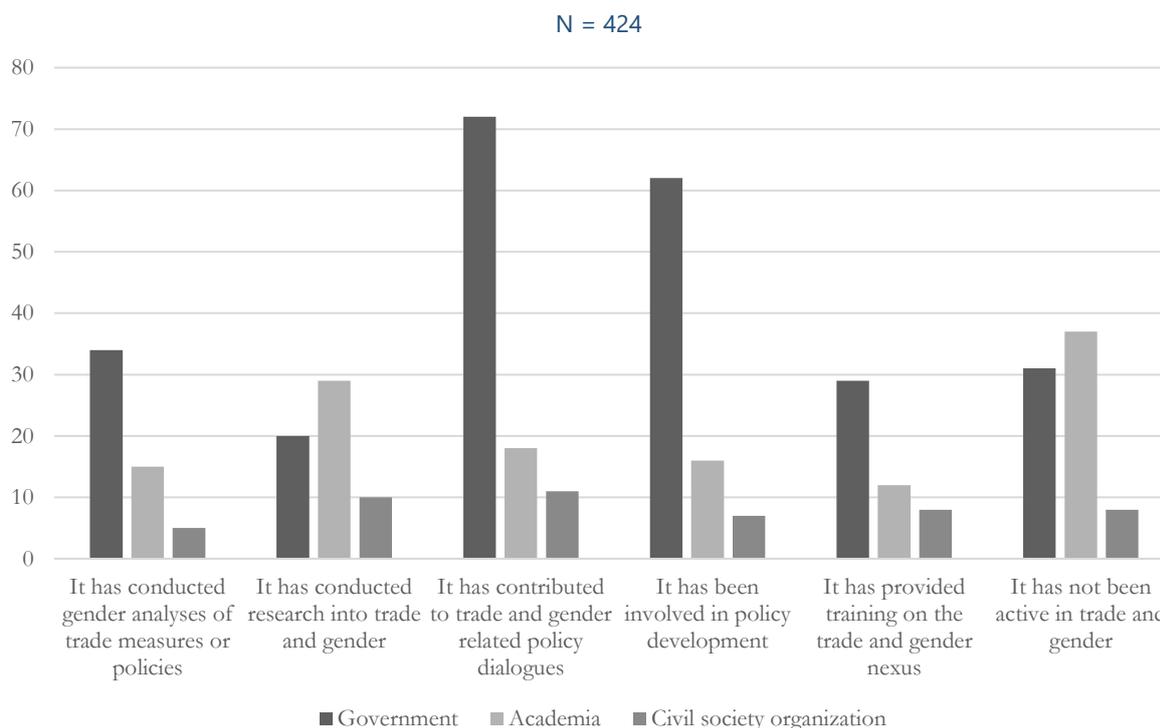
Source: evaluation survey (Annex IV, Question 2)

60. According to the interviews and discussion groups, many of these effects have to do with the capacity of the courses to equip trainees with conceptual frameworks that can easily be used to conduct analyses with a gender approach, either for publication or for informing advocacy, training, or consulting activities. Several participants provided concrete examples of such analyses which included the elaboration of policy briefs, the delivery of training for public officials in relevant areas such as customs; advocacy campaigns related to simplified regimes for female cross-border traders; coaching women traders in the framework of cooperation programmes; and producing gender-differentiated analyses for free trade areas.

### Organizational impact

61. Beyond individual trainees' behaviour, the survey has also suggested that the training is having a positive influence at the level of organizations. Almost 80% of the surveyed trainees have been able to incorporate what they learned into their organizations to some or a high extent (Annex IV, Question 7). They do so in different ways which vary significantly across types of stakeholders:

Graph 9. In what ways has your organisation been active in trade and gender since you participated in the course? (N° of answers given by trainees having been able to incorporate what they learned into their organizations).

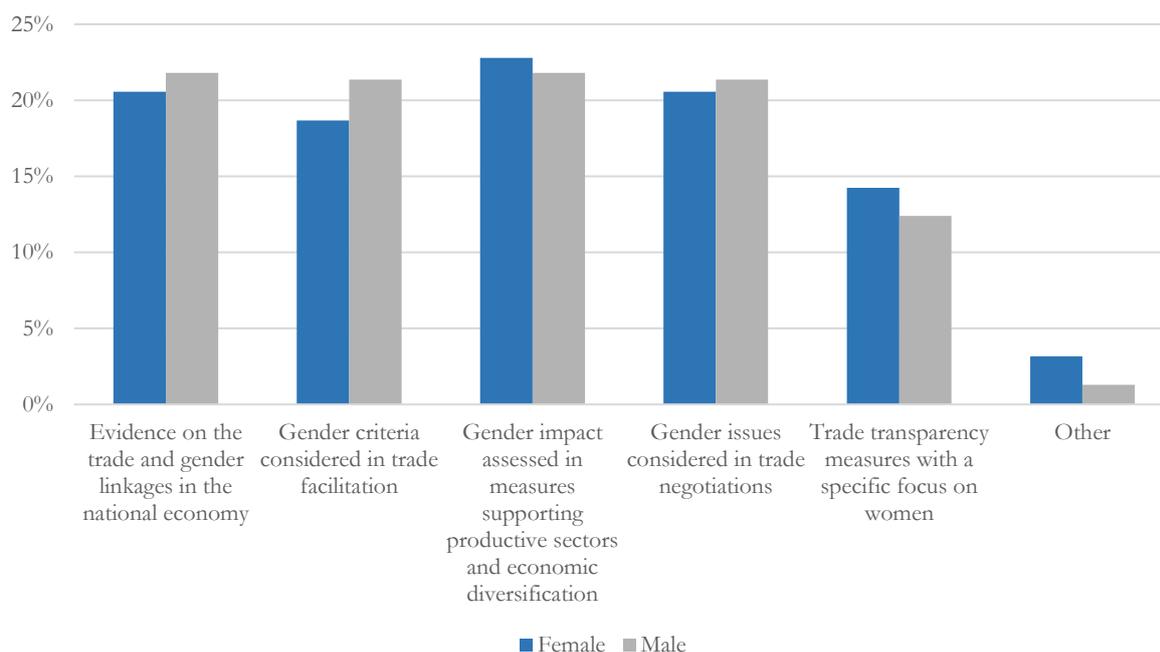


Source: evaluation survey (Annex IV, Question 6)

62. Moreover, most trainees say that their countries are incorporating gender considerations in their trade policy activities (77%) and in connection with their organizations (68%). Such progress relates to 53 countries, including 18 LDCs and includes conducting gender impact assessments for productive and economic policies (for 56.4% of the surveyed alumni representing an organization involved in policy activities), raising evidence on the trade and gender linkages in the national economy (54%), considering gender issues in trade negotiations (50%), considering gender criteria in trade facilitation (50%), and taking trade-related transparency measures with a specific focus on women (35%) (see Graph 10).

63. During the interviews and focus groups, some examples have been provided of organizational gender mainstreaming supported by the training. Within UNCTAD, as explained in several sections, some gender focal points, which review gender mainstreaming in project proposals and participate in the UNCTAD gender task force, have benefitted from the training, as have the members of the COMESA working group and many of their national counterparts in policy dialogue. In Uganda, one scholar was recruited by an international trade-related organization to contribute to their gender strategy, while staff from UN regional commissions acknowledge that gender-differentiated analyses are included in a growing share of the policy papers produced.

Graph 10. In what ways is gender being incorporated into your country's trade policy activities?



Source: Evaluation survey (Annex IV, Question 8)

### Catalytic effects

64. Three different catalytic effects have been found in the course of the evaluation. These are a leverage effect in project funding, training cascade effects and institutional developments within UNCTAD and partner organizations.

65. The results of the first project (GoF 2016-2018) attracted additional funding from new donors. Following the initial development of the standard trade and gender module during the GoF 2013-2015 project and the development of the SADC and COMESA regional modules during the GoF 2016-2018 project, other donors have provided funding for the delivery of additional iterations of the course and for the development of further geographic modules. The COMESA Secretariat provided funding for two further iterations of the COMESA course in 2019, following the successful delivery of the first iteration in 2017 funded by the GoF. Likewise, TMEA provided funds for the development of a regional module for the EAC and the delivery of a course in 2018. Finally, the EIF has provided funding for a LDCs focused module and the delivery of a course from May to July 2021. In addition, it was reported that the positive outcomes attracted new funding from the Governments of Switzerland, Australia, New Zealand and the European Commission<sup>12</sup>.

66. In the following table, the intervention resources and outreach are differentiated by funding origin.

<sup>12</sup> Progress reports do not provide details on the new activities that the funding was to be used for.

Table 6. Direct and catalytic effects from GoF Funding, 2013-2020

	<b>Budget USD</b>	<b>Course iterations</b>	<b>Number of trainees</b>
Direct effects of GoF:	949,682	11	1,092
Catalytic effects:			
• COMESA	32,348	2	123
• TMEA	300,000	1	92
• EIF	251,450	2	158 <sup>1</sup>
Total catalytic effect	583,798	5	373
	61%	45%	34%

1 The figure of 158 is based on the number of students in the first EIF course underway at the time of evaluation (79) multiplied by two to provide an estimate of the total for the two EIF courses.

Source: own elaboration based on project documents and training statistics

67. Progress reports provide information on additional catalytic effects at country level. UNCTAD received a request from the Permanent Secretary of the Ugandan Ministry of Trade, Industry and Cooperatives to provide technical support in the organization and delivery of a national workshop on trade, gender and development. The request arose as a result of initiative shown by a former participant of an UNCTAD trade and gender course<sup>13</sup>. A further example is provided by participants from the SADC regional course establishing the SADC Trade and Gender Policy Research and Analysis Consortium aimed at facilitating information sharing among policymakers, researchers and civil society advocates in Sub-Saharan Africa. Meanwhile, some former course participants were appointed by their institutions to hold training sessions on trade and gender for their colleagues.<sup>14</sup>

68. Also in Uganda, a scholar participating in an evaluation group discussion said that she has incorporated the knowledge acquired from the training in her research and teaching and has been recruited as a consultant and/or trainer by three organizations: GIZ, TMEA, and the World Customs Organization. This last organization recruited her to train WCO officers who in turn were to train national officials in customs management. Another trainee from Barbados has been able to apply her skills as a consultant for GAC and has increasingly been engaged in trade and gender assignments. She had conducted training in Jordan and Vietnam, applying skills and materials from the course.

69. In Turkey, a former public official working in customs had applied her knowledge from a course to write several articles on gender and customs. After the course she also signed up for a gender course through the World Customs Organization and while this course provided her with more practical tools for her specific job, the UNCTAD course had provided her with the more theoretical knowledge that spurred her interest in the topic. According to the interviews and focus groups, the training has reinforced the capacities of officers to advocate gender mainstreaming within UNCTAD and COMESA with positive effects on both institutions. The research conducted as part of the course has been widely disseminated elsewhere other than in the courses. The TGD project team has given presentations in different settings at global and national conferences which has added to the general

<sup>13</sup> Considering this finding and the number of alumni from Uganda, a discussion group on this country was organised.

<sup>14</sup> Idem for the SADC Trade and Gender Policy Research and Analysis Consortium.

acceptance of the nexus. The use of these capacities coincides with positive political trends and the work of other actors, departments and programmes and it is very difficult to attribute impact. However, participants in in-depth interviews and discussion groups do claim such impact as argued in the following paragraphs.

70. Within UNCTAD, the gender agenda faced several limitations. In addition to ideological reluctance and political economy considerations, the trade and gender nexus was initially seen as a vague and confusing idea, that did not attract the interest of officers and departments aiming to produce evidence-based and result-oriented policy research and technical assistance<sup>15</sup>. This latter obstacle has been progressively removed by the research produced and disseminated by the TGD programme, mainly in the framework of GoF-funded projects. In addition to TGD work, gender focal points established in every UNCTAD Division have participated in many courses and pushed in the same direction with the support of a comprehensive conceptual framework, differentiated data and rigorous case studies. Moreover, gender focal points have themselves developed other tools (such as the technical assistance checklist) and studies (such as the study on MNE) and the dissemination of gender rules and practices. These developments, which according to informants<sup>16</sup> have drawn on previous work by the TGD programme, include: the set-up of the UNCTAD Gender Task Force; the Checklist for Mainstreaming Gender Equality and Women's Economic Empowerment in Technical Cooperation Projects; the 2019-20 Roadmap to Mainstream Gender Equality and Women's Empowerment (with TGD presented as the flagship programme of the Roadmap); the adoption of gender-sensitive rules in project management (including gender clearance requirements); an FDI-gender conceptual framework; a study on MNE and the International Transmission of Gender Policies and Practices.

71. In COMESA, the Gender Technical Working Group helps to integrate gender issues across COMESA divisions and in turn, in member states' policymaking through the advocacy, research and capacity-building work of each division. Most members of this working group have benefitted from the training. Additionally, since COMESA has partnered with UNCTAD for the design and delivery of courses with their own geographical module, they have involved many of the national counterparts of the COMESA working group in the training. In this way, COMESA officers say that their dialogue and collaboration has been enormously facilitated, as they have a common conceptual and analytical basis.

*Research and training on cross-border informal women traders in Africa can be considered a good practice for further project design*

72. In East Africa and other regions of the continent, many vulnerable women rely on income from informal cross-border trade in small quantities. This entails frequent crossing of borders and thus red tape, high transaction costs, and exposure to undue exploitation and harassment.

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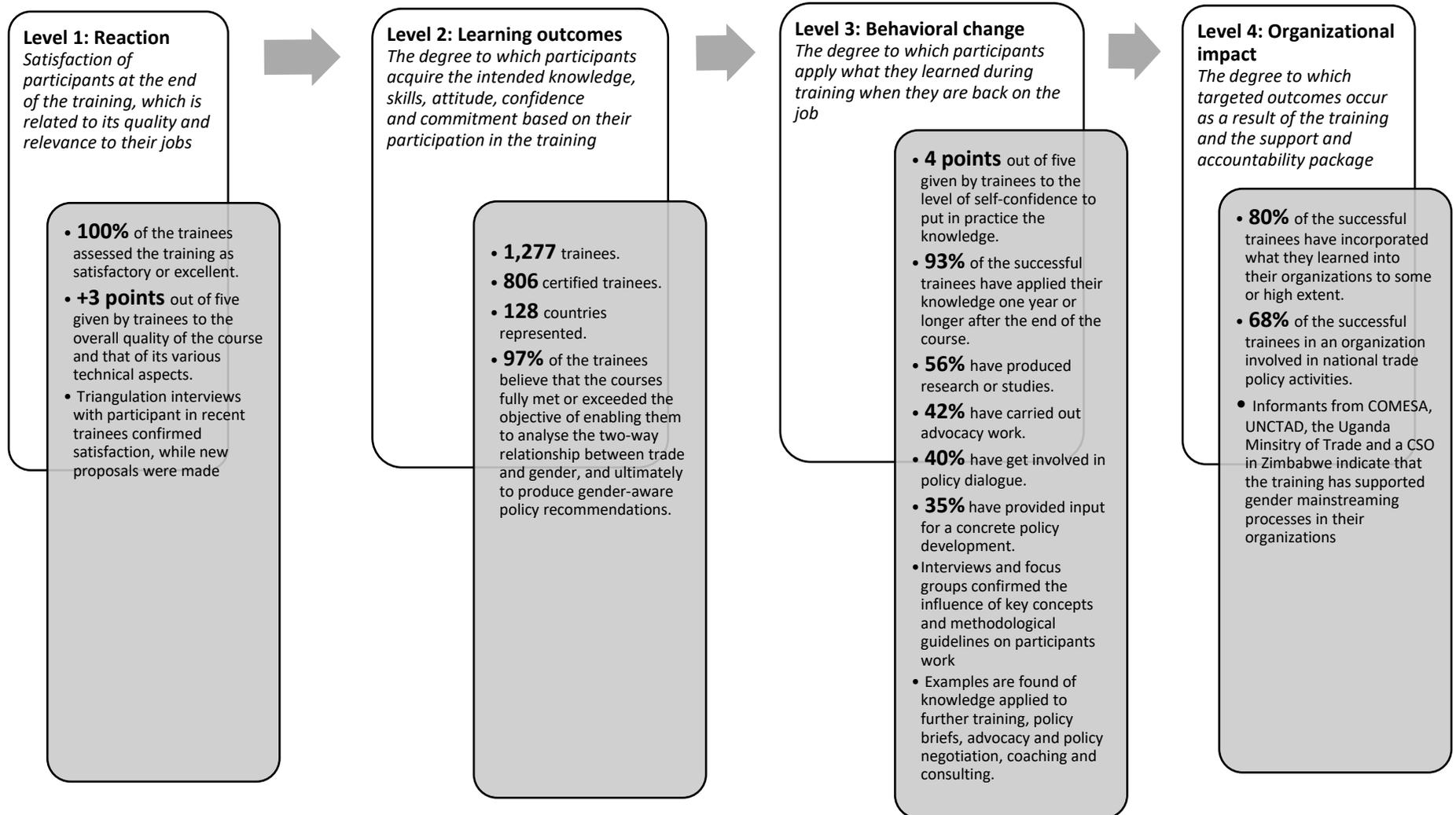
<sup>15</sup> The most recent activity of this kind is the presentation of the study <https://unctad.org/news/gender-equality-poorest-nations-hinges-post-pandemic-policy-choices> as a pre-event of the Barbados 15<sup>th</sup> UNCTAD scheduled in October 2021. The study is a new training module for UNCTAD's online course on trade and gender. A new cohort of 184 trainees, including government officials, academics and civil society representatives, started the course on 31 May and are expected to complete the training on 25 July. Following the UNCTAD 15 pre-event, the Head of the TGD was contacted by the UN Secretariat in New York organizing the forthcoming Ministerial Conference for the LDCs (LDC V) to replicate the presentation during the Ministerial Conference.

<sup>16</sup> In total, seven UNCTAD staff participated in the courses.

73. Participants in evaluation interviews and discussion groups, when asked about specific examples of how UNCTAD's training has contributed to effective policy measures always refer to the case of cross-border informal women traders in East Africa. Several informants from COMESA, Zimbabwe, and Uganda, and UNCTAD staff from other services than the TGD programme, agree that great progress has been made in understanding and recognising the impact of trade regulation on these women and specific measures have been taken to reduce their customs burdens and avoid arbitrariness and harassment in custom and law enforcement officers. Moreover, these informants (all of them former trainees) declare to have participated in these achievements in different ways: women's organizations leaders have been active in negotiations on special regimes for these traders, intergovernmental organization staff has provided policy advice to national governments, and Ministry of Trade officers have facilitated the implementation of different proposals addressed to facilitate cross-border small-scale trade.

74. The training under evaluation has been related to these developments in several ways. First, the UNCTAD training has had a relatively high penetration in the concerned countries. For example, in Uganda, where the related discussion group revealed that several MoT officers trained by UNCTAD participated in this issue, while the high-level official from Rwanda, who featured in Box 4, was also very aware of the challenges women face in cross-border trading. Secondly, the issue of gender in small-scale, cross-border trade has been central in the COMESA agenda, a partner organization of UNCTAD, in the delivery of the training and the outreach of policymakers in the region. Thirdly, within UNCTAD, the TGD programme and EMPRETEC have partnered to provide entrepreneurial training to women traders. This training, in addition to reinforcing entrepreneurship capacities, aimed at empowering women by informing on trade rules and customs procedures with a view to reduce border authorities' arbitrariness and abuse.

**Figure 3. Overview of Kirkpatrick's effects**



## Efficiency

*Project management has ensured an efficient implementation of the training. More could be done in the future to follow-up and reinforce its effects on trainees*

### Managing project costs

75. As per data presented in previous sections, between 2015-20, the intervention has mobilised USD 1,282,030 which has been used in producing fourteen modules. This corresponds to one general course and several geographic courses in three languages, that have been delivered in thirteen iterations and targeted 1,277 trainees from 128 countries. The cumulated budget included activities that do not form part of the courses. For example, the TMEA project devoted to EAC stakeholders included many more components including in situ activities. According to the latest budget approved (EIF budget concentrated in course production and delivery), a training budget including module production and two course iterations amounted to USD 251,450. These include diverse costs exclusively associated with the training: developing a module and the script for the course; translating the module and the scripts; developing a storyline for the new module; recording the voices for the storyline in English and French; editing, formatting and printing the module and sending the material by DHL to participants (hard copies of the LDC module + hard copies of teaching manual + USB key); licenses to use the storyline and Moodle; tutors and e-platform manager fees; fees for the delivery of two webinars and the drafting of two fact sheets; and project management costs, including support costs and external evaluation. Considering that this project is to target 150 participants per course, but in the ongoing iteration there are 184, the cost per trainee is between USD 680 and 833.

### Managing project effects

76. As per the previous section, the TGD programme monitors the implementation of the training by means of grades given by tutors to trainees' essays and quizzes, and by means of an end-of-training survey. This information can be linked to the personal information provided by applicants and to a file on successful trainees recently built for the establishment of an alumni network. Although a lot of information is collected through different training phases, it is not homogeneous, nor can it easily be linked. For instance, application files do not contain the same variables in the same order for each training course; trainees do not have a code or username in all files; and courses are not coded either. All these files have been consolidated in the framework of this evaluation and a consolidated database could be maintained from now on for M&E purposes.

77. The current M&E system is not fit for tracking of enrolments, nor does it support learning along the way in terms of targeting specific participants to the courses. As mentioned above, there is no information collected on the position of the trainees and their likeliness of applying knowledge after courses end. Participants are categorised by stakeholder category (policymaker, CSO, academia, private sector etc.), but there is little data collected on areas such as their seniority and management position. Data on participants' gender, nationality, job title and other categories is collected but it is unclear how these data are used for learning purposes and to analyse whether the right participants are being enrolled. For instance, there is no data collected on vulnerability and it seems not to be a decisive strategy to ensure that

representatives of vulnerable groups are included. This could easily be done by giving priority to involvement of, for example, CSOs representing minority groups such as people living with disabilities, sexual minorities or other groups that are suffering from discrimination, not least in a trade perspective where such groups are rarely included in policies. However, little consideration has been given to target specific participants. While this is justifiable in the beginning of the implementation period when the topic was still new on the agenda, such considerations should have been incorporated along the way and potentially modified to ensure inclusion of specific target groups.

*The project was affected by several constraints including overlapping activities, changes in the online training platform, rotation of personnel and the COVID-19 crisis*

78. As mentioned in the previous sections, most of the projects were implemented as expected, but some changes and substitutions to specific activities were made. In most cases, the decisions were fully explained in progress reports<sup>17</sup>.

79. The GoF 2016-2018 project aimed to deliver three online courses; develop three regional modules on the SADC, Southeast Asia and the Caribbean; and deliver three workshops. However, the Southeast Asia and Caribbean modules were replaced by modules on MERCOSUR and COMESA, respectively, and two of the workshops were replaced with standard courses. The reports explain that the Southeast Asia module was replaced so as to avoid an overlap with a UN study on Gender, Trade and Green Growth in Southeast Asia, while the Caribbean module was replaced due to a request from the COMESA Division on Gender and Social Affairs, who expressed interest in the creation of a regional module.<sup>18,19</sup> The SADC module was developed as planned and the SADC course was delivered during the project period. Four courses were delivered in the 2016-2018 period: two standard courses, one SADC regional course and one COMESA regional course<sup>20</sup>. A further standard course was delivered between 15 April 2019 and 2 June 2019. It is not made entirely clear in the progress reports whether this last standard course corresponds to the GoF 2016-2018 project or the subsequent GoF 2019-2020 one. It is stated that all changes were made either in response to requests or to avoid overlaps but it is not specified why the workshops were replaced.

80. TMEA provided funding for a package including the creation of an EAC orientated regional module and the delivery of one online training course. The course took place in May 2018. The report on trade and gender in the East African Community and the policy advocacy document which also formed part of the project were published the same month (UNCTAD

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<sup>17</sup> The progress reports cover the projects implemented with funding from the GoF, the GoS, the COMESA Secretariat and TMEA, though in the case of the TMEA project, little information is provided. Project activities and outputs in large part took place as planned.

<sup>18</sup> UNCTAD have said in comments provided in the inception report that MERCOSUR was chosen as a substitute to the SE Asia module due to the relative lack of work that the organisation had done in Latin America.

<sup>19</sup> Following this initial iteration, which was implemented with GoF funds, COMESA funded two further iterations of the course (COMESA 2017-2018 Project), one in French and one in English.

<sup>20</sup> The MERCOSUR courses, delivered with the material developed as part of the 2016-2018 project, did not take place until 2020

2018a and UNCTAD 2018b). The first course forming part of the EIF project, which has included the development of an LDCs-focused module, is underway at the time of the evaluation.

81. During the GoF 2016-2018 project, potential constraints arose due to the reduced capacity of the UNCTAD Virtual Institute to co-manage the trade and gender capacity building initiative.<sup>21</sup> This reduction in capacity was apparently foreseen and so it was planned that the TGD team would develop the necessary technical expertise to build and manage the learning platform and sustain the initiative. It was anticipated that administrative constraints associated with the need to obtain software licences could lead to some delay, though it is not stated whether this was ultimately the case. During the GoF 2016-2018 project the lack of regular budget posts and the UN administrative rules governing the hiring of consultants led to 'frequent changes in the composition of the team', although no negative consequence on project performance is found in the progress reports.

82. The COVID-19 pandemic affected the implementation of the GoF 2019-2020 project, while the Central America course scheduled for 2020, was postponed until March 2021.

### *The intervention has complemented organisational enhancement of UNCTAD's own capacity on gender equality*

83. The intervention has been the main activity of the UNCTAD TGD programme and was showcased as the flagship intervention of the work of UNCTAD in gender mainstreaming. The TGD programme and its current three staff members are funded by the UNCTAD regular budget and contributions from donors. At the same time, efforts have been made to mainstream gender in the organisation and although great progress has been made, there is still work to be done to fully ensure mainstreaming in all projects and procedures.

84. When the GoF initially funded the capacity development project they also funded one staff member to kick-start the project. Today there are three staff members in the TGD funded from UNCTAD's own budget. This is an indicator of UNCTAD's growing commitment to the trade and gender nexus.

85. At the same time, organisational changes have occurred and UNCTAD's gender mainstreaming has continuously been strengthened. Since 2016, UNCTAD has committed to mainstreaming gender in all technical assistance programmes and a checklist for gender mainstreaming has been developed. All new interventions are assessed by gender focal points (MOPAN, 2020) who are charged with supporting division managers to mainstream gender in all work. It is mandatory for all UNCTAD staff to take an introductory training course on gender equality and staff members are encouraged to conduct additional online training courses (UNDP 2018). Overall, the MOPAN review assesses the performance of UNCTAD's gender mainstreaming processes as satisfactory.

86. A Trade and Gender Toolbox developed by UNCTAD has complemented the courses with the possibility to further educate UNCTAD staff members but also national policy makers. It contains a methodological framework to evaluate the impact of trade reforms on women and gender inequalities before they are implemented, facilitating the creation of policy

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<sup>21</sup> Between the start of the initiative and February 2017, the online courses were developed by the TGD in cooperation with UNCTAD's Virtual Institute, a capacity-building and networking programme in the Division on Globalisation and Development Strategies.

measures to offset the expected negative effects.<sup>22</sup> The toolbox is the first of its kind to provide a systematic framework to evaluate the impact of trade reforms and gender inequalities. It was developed by UNCTAD with funds from the Government of Sweden in 2017 (UNCTAD 2017; Aid for trade review 2017). It reflects a four-step approach to be applied: identification of gender inequalities in an economy by conducting a gender analysis; evaluation and estimation of results of trade reforms; monitoring with a checklist and indicators to track progress; and a synthesizing indicator which provides a trade and gender index. The toolbox is based on a country study from Kenya to illustrate how trade influences women's employment opportunities. It provides check lists for policy makers as well as a gender trade index. The index is a single indicator summarising inequalities in the workplace through the computation of a gender employment gap and a trade openness assessment.

87. While the capacity of the focal points varies considerably across the organization and not all focal points have the influence to ensure sufficient gender mainstreaming, there are indications that the TGD has managed to strengthen focal points' position in the organisation. The programme is often consulted by colleagues on how to mainstream gender in projects. Indeed the TGD is required to clear new Trade Division project proposals following assessment of the projects' gender components. It is the evaluator's impression that the trade and gender nexus is more accepted and acknowledged as an important topic, both internally and with external partners. This is also reflected in the fact that all flagship publications are reviewed by the divisional gender focal point to ensure that gender dimensions are properly considered. There are, however, still examples of projects that are rather gender blind<sup>23</sup> indicating that more still needs to be done to ensure the proper implementation of gender mainstreaming in the organization.

88. Finally, as explained in the following section on sustainability, knowledge on trade and gender produced in the framework of the courses has been used in other UNCTAD activities and vice-versa.

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<sup>22</sup> The toolbox is not mentioned in the project documents but the Jan 2016- March 2017 progress report lists it as 'Activity 3', stating 'The project aims to develop a "Trade and gender toolbox" and a related trade and gender index.'

<sup>23</sup> External Evaluation of Development Account Project 1617L - "Development policies for sustainable economic growth in Southern Africa", 2021

### *Box 5. Gender mainstreaming in UNCTAD*

UNCTAD has undergone considerable organizational changes related to the inclusion of gender during the period in which the trade and gender courses have been implemented. Although these changes cannot be directly attributed to the intervention, it is likely that the courses and related research pieces have contributed to the organization's position as a key promoter of the trade and gender nexus. The TGD has attracted substantial funding and member countries have supported the continued focus, which has allowed for the development of research pieces and training materials as well as helping to reposition the trade and gender focus from a less well-defined area to a respected thematic one. Concrete contributions from the TGD to other departments include acting as a peer reviewer of flagship publications and supporting Gender Focal Points in mainstreaming gender into projects.

The main key organizational achievements include:

*The Gender Mainstreaming Strategy, 2011, and the 2012-2018 Roadmap to Mainstream Gender Equality and Women's Empowerment (GEWE)*

The Gender Mainstreaming Strategy was launched in 2011 and established gender focal points who are responsible for supporting division managers in mainstreaming gender in all work including assessing all projects/programmes from a gender perspective. The roadmap was elaborated to respond to needs to update UNCTAD's gender mainstreaming work, following the launch of its 2011 gender mainstreaming strategy. It aims to reinforce the cohesion and systematization of all UNCTAD's efforts to mainstream gender equality and women's empowerment across multiple programmes, projects and activities that are committed to GEWE. Here it is outlined that all flagship publications have to be peer reviewed by a gender focal point. The Roadmap also establishes the TGD as a flagship programme that needs to be further consolidated (UNCTAD, 2020).

*The Gender Toolbox*

The Toolbox (UNCTAD, 2017) is another key output of the TGD. As explained above, it facilitates the ex-ante analysis of trade reforms from a gender perspective. It reflects a four-step approach to be applied in trade agreements: identification of gender inequalities in an economy by conducting a gender analysis; evaluation and estimation of results of trade reforms; monitoring where a checklist and indicators to track progress are reflected; and a synthesizing indicator which provides a trade and gender index.

*The UNCTAD Trade and Gender Task Force*

In 2018, the Deputy Secretary-General created a special Gender Task Force to further enhance the network of gender focal points. The purpose of the Task Force is to reinforce and broaden the scope of UNCTAD's activities for women's economic activities through trade.

In 2018, the UNCTAD Gender Parity Strategy 2018-2021 was also launched establishing guidelines for a non-discriminatory working environment and human resources and a requirement for staff members to take an online course in gender equality. It also provides specific capacity building of female staff members' skills but is criticized for not allocating

sufficient resources for individual training possibilities (MOPAN, 2020). A new IT system for project management will include gender markers for every project.

#### *Foreign Direct Investment-Gender Conceptual Framework*

UNCTAD has developed a conceptual framework that considers the gender equality impact of foreign direct investment with regard to areas such as employment, technology, infrastructure development and environmental impact.

#### *Study on Multinational Enterprises (MNE) and the International Transmission of Gender Policies and Practices*

The study, conducted by UNCTAD's investment division, considered how the gender policies and practices of MNEs affect gender equality in the workplace in host countries of foreign affiliates. It resulted in the first report to present empirical evidence on the indirect spillover effects on local firms and labour markets.

Source: evaluator's elaboration

## Sustainability

*The project design includes some sustainability elements that may contribute to knowledge dissemination beyond the timeframe of the training courses*

89. There are indications that training content is being used by CSOs, researchers and consultants who participated in the courses. Several trainees mentioned that they have used the material as a point of departure in their work; adapted it to their specific purposes or target groups; and used it for training purposes. This is a good indication of the material being further applied and shared beyond the participants of the course, thereby allowing for a further trickle-down effect.

90. The research developed for the courses, along with other projects implemented by the TGD, have allowed for UNCTAD to establish itself as a key organization in the promotion of the trade and gender nexus. UNCTAD is the only actor offering substantial capacity development support within the nexus and even actors recognised as leaders within this field, such as GAC, as mentioned above, continue to send their staff members to attend the courses. This indicates the potential for UNCTAD to continue influencing the agenda on the nexus, both directly through the courses, and indirectly by training staff members of other leading organisations to continue the work.

91. Furthermore, a number of policy briefs and the Gender and Trade Toolbox, which is the first of its kind, have been produced. During the implementation of the GoF 2016-2018 project, a policy brief entitled 'Implementing gender-aware ex ante evaluations to maximize the benefits of trade reforms for women' (November 2016) was published with the aim of increasing stakeholder understanding of the scope of such ex-ante evaluations as those enabled by the Trade and Gender Toolbox. Furthermore, the toolbox was used to assess the possible implications of the Economic Partnership Agreement between the EU and EAC for women in Kenya. Its application in this instance was considered a success. According to the project progress reports, a number of countries expressed interest in applying the

methodology established in the Toolbox to trade agreements that were being negotiated by their governments. Thus, the Toolbox and other contributions, such as the policy briefs and research conducted by the TGD, continue to support gender awareness in trade and highlight the ongoing need to do so.

92. Course materials have also been adapted to increase their scope. During the GoF 2016-2018 project, the standard course was converted into an abridged version to be provided as part of the UN Women online course 'I know Gender', with the intention of sharing the material with a broader audience. It was made available on the UN Women Training Centre e-learning campus from November 2016. Teaching modules have been made available in hard copy form following the delivery of courses and in electronic versions on the UNCTAD website, with the intention of reaching a wider audience. This was done with the geographic teaching modules for the SADC, EAC, MERCOSUR, COMESA and Central America.

93. The above-mentioned project outputs and other pieces extracted from research materials were used in numerous settings to stimulate dialogue and raise awareness of the trade and gender nexus. At the WTO Aid for Trade Global Review 2019, UNCTAD and the GoF co-hosted a side event with the FAO at which some preliminary findings from the development of the thematic module on gender and technological upgrading in agriculture were presented. The use of the Trade and Gender Toolbox and the importance of ex-ante gender assessments was also promoted and discussed at several events, including a ministerial conference and public forum. Opportunities are also being provided for former trainees to share their insights on trade and gender at UNCTAD events, providing additional opportunities to disseminate knowledge and generate discussion on the topic<sup>24</sup>. Moreover, the examples from previous participants, such as the government official from Rwanda featured in Box 4, indicates that the courses provide new knowledge and change attitudes leading to influence on policies.

94. Finally, the TGD is currently piloting a new sustainability element in coming years: the alumni network. A survey was conducted to test the idea, and 286 successful trainees (36%) have already accepted invitations to join the network. While this is indeed a positive step towards sustaining a network of previous participants, it is considered a missed opportunity to not have established such a network earlier.

### *Knowledge management*

95. As part of the complementarity of the training under evaluation and other UNCTAD work, the research pieces produced for the training has been used in policy dialogues, while analytical work conducted for technical assistance purposes has in return contributed to the training. The research conducted as part of developing the courses has also allowed for UNCTAD to participate in international events on trade and gender, thereby establishing UNCTAD as a main actor in promoting the nexus. The progress reports reflect that numerous presentations of research results have been conducted and UNCTAD has hosted numerous events on the topic. Therefore, the research is linked to a broader focus on trade and gender, which has been essential in branding UNCTAD and attracting more funds to continue the work.

96. In order to facilitate that the research pieces are used beyond the training courses, they are made available as stand-alone papers in the UNCTAD webpage, and broadly

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<sup>24</sup> Course alumni have been invited to submit essays to compete for three places on a high-level panel at the UNCTAD 15 Gender and Development Forum in September 2021.

disseminated.<sup>25</sup> It is however unclear whether any statistics are collected and analysed on to what extent the knowledge is applied in practice.

97. As explained above, the handover of previously shared management responsibilities from the UNCTAD Virtual Institute to the TGD during the GoF 2016-2018 project involved TGD staff developing the required competencies and knowledge to manage the learning platform on which courses are delivered and to develop new multimedia lectures.

### *Additional value resulting from the TGD-GoF partnership*

98. As explained in the relevance section, UNCTAD was one of the first actors to promote the trade and gender nexus thanks to the support of the GoF, which was the pioneer donor of the TGD programme. Nowadays, UNCTAD continues to be the main actor conducting research and capacity development on the trade and gender nexus, and no other international actor is recurrently providing training in the trade and gender nexus at a global scale (see Table 3). The difference now is that the interest in the nexus has increased significantly and UNCTAD receives funding from other donors to develop research and training and adapt it to specific regions and topics. This support can be considered a catalytic effect of the GoF, as described in the effectiveness question under evaluation question 5.

99. Despite the support of new donors to regional adaptations of the training for a limited time, a longer-term support to the TGD is needed to upgrade and upscale the programme with resources that go beyond one or two single iterations. An example of this would be the establishment of the alumni network that should ensure the sustainability of the training and improve M&E capacities of the project team. Such an initiative requires investment in communication and networking capacities at the global level which can be latter utilized in regional contexts, when delivering specific courses<sup>26</sup>.

## Human rights and the SDGs

### *The intervention had a strong focus on LDCs*

100. As mentioned in the findings on relevance, the intervention has paid increased attention to trade and gender issues in LDCs. Three of the regional modules (COMESA, EAC and SADC) have a strong focus on LDCs, with the majority of the members of these organisations being LDCs and also the majority of the training participants. Overall, 36% of the trainees were from LDCs. This focus contributes to UNCTAD's efforts to promote equitable trade and sustainable development.

101. There is little reference to the SDGs in the course materials. While some of the course materials were completed before 2015, and therefore clearly do not reflect the SDG framework, the geographical modules were published in 2018 but still only make limited reference to the framework. This seems to be a missed opportunity to frame the trade and gender nexus within the SDG framework, which does indeed highlight trade and gender as areas that will lead to

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<sup>25</sup> See previous references to analytical work on LDCs

<sup>26</sup> In the final section of the report, additional recommendations are provided on how to upscale and upgrade the training taking a forward looking perspective of five additional years.

sustainable and inclusive development. The first time the SDG framework is substantially applied is in the module on agriculture from 2020.

### *Human rights frameworks are reflected in course materials*

102. Most of the teaching materials explicitly reflect a human rights language and refer to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Declaration and Platform for Action, as well as the UN framework of the Millennium Development Goals. It is very positive that the teaching materials explicitly refers to a rights language, especially considering the MOPAN review of 2020 which found room for improvement for UNCTAD's application of a human rights-based approach (HRBA). The review found that guidelines and instructions do not explicitly reflect a rights approach and therefore there is no systematic application of a HRBA. Few UNCTAD projects were framed in a rights language and only the UNCTAD evaluation guidelines reflect an explicit HRBA. This is not sufficient in terms of project design, monitoring mechanisms and in other parts of the project cycle and hence there is an overall need to strengthen HRBA in UNCTAD programming (MOPAN 2020).

103. Although the training contents do not explicitly address human rights other than women's rights, they do take into account disadvantaged groups within the context of trade. Rural workers are the focus of sections on agriculture found in the standard course material and the modules on COMESA, the EAC and the SADC, in addition to the 'Impact of Technological Upgrading in Agriculture' course. Workers in informal and precarious positions are also covered.

### *The courses involved CSOs but inclusion criteria are not integrated and there is no strategic targeting or preference given to representatives of vulnerable and minority groups.*

104. In order to work with a HRBA it is also important to consider the target groups and keep these groups in mind when considering aspects such as outreach, communication and training approaches. However, HRBA-related target groups for the courses are not fully defined from the outset and therefore such strategies are difficult to convey. Rather, the courses' target groups are broadly defined and could potentially include anyone who is employed in a relevant organisation, has a master's degree and knows the language the course is taught in.

105. Another key aspect of a HRBA is ensuring inclusion and non-discrimination. While no examples of discriminatory practices have been identified, there have been no dedicated strategy to ensure inclusion of vulnerable groups or minorities or even a systematic assessment of whom the courses reach. Target groups are broadly defined as policymakers, CSOs and research institutions. There are, however, no established targets on the composition of course participants and no systematic assessment of whether the right participants are included. As mentioned above, two thirds of participants are from developed countries but, according to interviewees, only one third of places were reserved for trainees from developed countries, suggesting a considerably higher participation level than foreseen. This has not been realised due to lack of systematic assessments of who is enrolled in the courses.

106. While it is recognized that minorities and vulnerable people can be more difficult to reach due to limited access to the internet and IT equipment, educational barriers and a range of other structural barriers preventing participation, it would be possible to access organisations representing such minority groups and give preference for their participation in the courses. Applicants could be requested to include information in their applications on whether they belong to a marginalised group or are applying as a representative of such an organisation, and if so, give preference for such a participant. All training iterations have been opened to civil society organizations, which may represent or advocate the protection of certain minorities and disadvantaged groups in the target countries of the intervention. As a result, as detailed in previous sections, the quota of CSOs remained between 8% and 13% in all project phases (application, training, certification, network). In addition to it not being possible to assess whether CSO inclusion met with expectations or not due to the lack of targets, it is not possible to extract from the current M&E data who the CSOs that participated in the training represent. Another groups that it would be possible to actively target for course participation would be trade unions, in order to ensure that actors supporting worker's rights are included and can provide input to the discussions from their perspective, in addition to educating them to consider trade from a gender aspect.

107. As the target groups for the courses have not been precisely defined, it is assumed that everyone has access to apply. While in-principle this is true, the reality is often that minorities will not be reached unless they are directly targeted. Instead, it is likely to be the more privileged who will respond to broader outreach strategies. It is also interesting to note that while the majority of policymakers are likely to be men, the majority of the trainees have been women. It is obviously positive that both men and women are included in the training but it also indicates that institutions/organizations are likely to send women to a gender focused course as it is a common misunderstanding to consider that gender equality mainly concerns women.

# CONCLUSIONS

## Assessment against evaluation criteria

108. UNCTAD's courses on trade and gender are fully *relevant*. They have addressed a real knowledge gap about how gender and trade interlink, and how trade policies can contribute to reducing gender inequalities. Although the issue has received increased attention in recent years and several international actors are now active in the trade and gender nexus, the UNCTAD TGD programme continues to be the main capacity building provider in this area, and there is a demand for further dissemination of the research produced and systematized by UNCTAD. That said, the updating of the general module; the production of more geographic and thematic modules; and the inclusion of differentiated outreach strategies for every course supported with consistent admission criteria, might increase the relevance of the courses. The absence of the SDG framework in the standard module is an important area to update.

109. The training has been found to be *effective* considering the different layers of training effects of the Kirkpatrick's model of training evaluation. All trainees assessed the overall training positively, including those who did not complete it. The modality was praised for its flexibility although some would prefer it to be more interactive and participatory and allow for more cross-country learning.

110. From an *individual* standpoint, the training performed very well in terms of trainee learning outcome expectations and a majority of trainees displayed confidence in being able to apply knowledge. Nearly four out of five trainees passed, though success rates varied significantly between courses and have declined overall with time, while trainee numbers have increased. This may indicate a need to keep the focus on quality over quantity and also to ensure very clear communication of what is expected from participants. This will allow for levelling expectations and managers sending their staff to participate in the course will know how much time this participation will require. The range of courses has diversified with time and outreach has increased with French and Spanish translations. Some differences in training goals were also identified. Trainees learned more about the analysis of the two-way relationship between trade and gender than the production of gender-aware policy recommendations, a trend linked to a theoretical focus and a lack of concrete examples and more practical tools, in addition to the novelty of this policy approach.

111. The courses enhanced professional confidence and motivation among policymakers and academics but the effect is stronger among scholars, who feel confident to conduct research in the majority of the cases, compared to among policymakers, who feel ready only to assist in gender mainstreaming. Almost all academics and policy officials have applied what they learned. However, CSO staff report the biggest changes in their professional work and behaviour. Overall, the positive effects are attributed to the success achieved in teaching conceptual frameworks that are applicable in analyses. The most significant limiting factors to applying knowledge are linked to resources and the focus of organizations.

112. A positive influence *at organizational level* was identified. Over four out of five trainees have incorporated what they have learned into their organizations. Trainees' organizations are engaging in trade and gender differently as a result of the training, validating the ToC. Over three quarters of trainees' countries are incorporating gender considerations and over two thirds link this change with their organizations. This was also confirmed by concrete examples

from interviewed persons who were able to explain how they have changed their attitudes, for example, towards female staff members and leaders.

113. Finally, some *catalytic effects* were identified. Positive results achieved in early projects led to additional funding being attracted from new donors. Cascade effects from the training were also identified; trainees instigated requests for further training, participated in international projects and held training sessions in their organizations and with peers. The training has also accompanied positive institutional developments in UNCTAD and COMESA, according to informants, though these effects are difficult to attribute.

114. The courses have been implemented according to the budgets and calendars agreed with the donors, overcoming some difficulties related to overlapping activities, changes in the online training platform, and the COVID-19 pandemic. With regard to M&E, the intervention has developed a systematic follow-up of applications, achievement of learning goals and trainees' satisfaction. The system could be improved to follow up and reinforce further effects of the training, and to feed back the outreach strategy in order to target specific participants. There is also a need to establish a system that can keep participants interacting and at the same time allow for getting an overview of how the new skills and knowledges have been applied in practice.

115. The project includes several *sustainability* elements that may contribute to knowledge dissemination beyond the timeframe of the training courses. Multiple attempts have been made to stimulate dialogue on trade and gender and promote the use of the trade and gender toolbox at international events. The TGD portfolio includes capacity development activities for policymakers; a substantial amount of research that will continue to influence the discussion on gender and trade; and presentations at conferences and high-level events, establishing UNCTAD as a main promoter of the trade and gender nexus. This has also spurred internal capacity building of gender mainstreaming, though more could be done to also ensure UNCTAD staff members in other departments have sufficient competences in this regard.

116. The UNCTAD Trade and Gender Alumni network is envisaged to facilitate information exchange among trainees, a step in the right direction to ensure that participants can continue to consult and learn from each other. It is also a good way for the TGD to gather information about the activities of trainees following the training and to what extent the training leads to actual results such as more gender sensitive policies.

117. The standard courses can be adapted into regional ones with the addition of geographic modules, allowing the tailoring of the teaching material to new geographic areas and partner organizations without requiring changes to the majority of the content. Further specialization might increase the relevance of the trainings in future iterations. It is notable that currently there is no option for previous participants to apply for the geographical modules and therefore they have to complete the entire standard course again in order to build on the knowledge they have already acquired.

118. Most of the teaching materials reflect a *human rights* language and refer to a number of overarching UN frameworks and conventions. However, the SDGs are largely absent from the training materials up until the agriculture module launched in 2020. The training content has a strong focus on LDCs and contains some references to vulnerable rural workers and workers in precarious positions but apart from such statements, no further in-depth assessment of these groups are provided. While the content reflects women's rights there is little focus on minorities and marginalised groups and potential double discrimination (e.g. by being both women and belonging to an ethnic minority for instance).

119. Moreover, there is no strategic targeting of vulnerable or minority groups or CSOs that represent them. The training has been open to CSOs, but the courses, particularly geographic ones, could do more to target groups and organizations, according to human rights issues raised in the various regions covered by the intervention. In order to attract applications from vulnerable and minority groups, preference could be given to them during the selection of trainees.

## Lessons learned

120. Based on the conclusion, a number of lessons learned from the project have been noted. The training materials provide a sound basis for understanding the trade and gender nexus facilitating their continued use and adaptation. While this indicates the ongoing relevance of the material, it is important that key developments, such as the agreement on the Agenda 2030 and the SDGs, are properly reflected in the materials.

121. Establishing a clear target group for the intervention with an outreach strategy with clearly defined targets and systematic monitoring whether this is actually the group reached is essential to ensure implementation is on track or whether adjustments are needed. The M&E system should be designed to support learning along the way and when data is collected systematically, as has been the case with the courses, these should be analysed on a regular basis.

122. The TGD portfolio has established UNCTAD as a main promoter of the nexus. This has spurred internal capacity building of gender mainstreaming, but more could be done to also invite UNCTAD staff members to do the course themselves in order to ensure staff competences in this area.

## Recommendations

123. The above conclusions on how the UNCTAD training on trade and gender has performed in the period 2015-2020 can be turned into a series of forward-looking ideas intended to increase the relevance, effectiveness and impact of a similar intervention of similar length.

### *On the intervention's general approach*

1. To begin with, considering the positive evaluation results and persisting economic inequalities, it is recommended that the training continues 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 with a greater emphasis on post-training activities, 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.

### *On module design and course planning*

2. 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.
3. 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.
4. Taking into account the number of applications received from donor countries, the possibility of designing a module specifically addressed to donors and cooperation agencies should be considered. Such a module could draw on UNCTAD's experience, tools and good practices. Additionally, inspired by the UNCTAD study on MNC and the dissemination of gender values and practices, the TGD should reflect on the relevance of a specific module dedicated to the private sector, which is currently absent in the alumni.
5. 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.
6. The possibility of designing differentiated training trajectories for CSOs, Government and Academia should also be considered.
7. 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.

### *On training delivery*

8. 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.
9. 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.

10. 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.

#### *On certifications*

11. Considering that success rates vary among stakeholders and courses, and that overall they follow a negative trend, it is recommended to differentiate different levels of certification, and facilitate a catch-up mechanism for those who fail. Different certifications could differentiate at least three levels: the first level would be based on the general manual and would entail a good understanding of trade and gender linkages; the second level would entail analytical performance, use of data, and formulation of evidence-based policy recommendations. The third level would acknowledge thematic or geographic specialization. When a trainee does not obtain the certification associated with the course in which they are enrolled, they could have a second opportunity in the following iteration of the same course.

#### *On after training*

12. It is strongly encouraged that the establishment of the alumni network is accelerated. Exchange among alumni, tutors and TGD staff should also sustain and expand their knowledge on trade and gender and provide additional inspiration and motivation. The alumni network can also support the design of training trajectories that go beyond courses. Alumni activities should be a central component of new training projects and include financial and human resources for supporting activities, including community management and events.

#### *On M&E*

13. 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.

124.

#### *On outreach and communication*

14. It is recommended that advertisements target CSO groups to encourage their participation in the courses. This information should also be collected in application forms.
15. A communication and outreach strategy should be developed for each course to provide information such as who the target groups are and what the expectations are in terms of time investment to complete the course.
16. 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, 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.

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# ANNEX I. Training statistics

## Applications

### Applications and admission rate per course

Training course	Applications	Admissions	Rate <sup>27</sup>
1. Trade and gender – EN (2015)	NA	104	
2. Trade and gender – EN (2016)	NA	103	
3. Trade and gender – EN (2017)	209	130	62%
4. Trade and gender + COMESA – EN (2017)	80	80	100%
4bis. Trade and gender – EN (2018)	169	134	79%
5. Trade and gender + EAC – EN (2018)	NA <sup>28</sup>	92	
6. Trade and gender + SADC – EN (2018)	91	70	77%
7. Trade and gender – EN (2019)	177	101	57%
8. Trade and gender + COMESA - EN (2019)	NA	95	
9. Trade and gender + COMESA - FR (2019)	35	28	80%
10. Trade and gender + Agriculture and technology – EN (2020)	137	109	80%
11. Trade and Gender Linkages + MERCOSUR - EN (2020)	163	131	80%
12. Trade and Gender Linkages + MERCOSUR - ES (2020)	56	55	98%
13. Trade and Gender Linkages - FR (2020)	49	45	92%
<b>Total</b>	<b>1,666</b>	<b>1,277</b>	
<i>Average per course</i>	<i>117</i>	<i>91</i>	<i>78%</i>

### Applications by gender

	Number	%
Female	695	62%
Male	418	38%
NA	53	
<b>Total</b>	<b>1,666</b>	

<sup>27</sup> The overall admission rate of 81% is estimated as the average admission of courses 3, 4, 4bis, 6,7, 9,10,11,12,13.

<sup>28</sup> The application list provided for this course shows a lower number of applicants compared to admissions. After checking the records, the most likely reason is that several participants were admitted after the course started and enrolled directly into the platform without being included in the original applications lists. In the case of the EAC course, there was no selection process because the nominations came directly from TMEA.

## Applications by region

	Number	%
Africa	615	56%
America	156	14%
Asia	172	16%
Europe	139	13%
Oceania	13	1%
NA	71	
<b>Total</b>	<b>1,166</b>	
<i>Of which, LDCs:</i>	356	31%

## Applications by type of stakeholder

	Number	%
Government	263	37%
Academia	127	18%
CSOs	135	19%
Other	186	26%
NA	455	
<b>Total</b>	<b>1,166</b>	

## Admissions<sup>29</sup>

### Trainees per course

Training course	Number	%
1. Trade and gender – EN (2015)	104	8%
2. Trade and gender – EN (2016)	103	8%
3. Trade and gender – EN (2017)	130	10%
4. Trade and gender + COMESA – EN (2017)	80	6%
4bis. Trade and gender – EN (2018)	134	10%
5. Trade and gender + EAC – EN (2018)	92	7%
6. Trade and gender + SADC – EN (2018)	70	5%
7. Trade and gender – EN (2019)	101	8%
8. Trade and gender + COMESA - EN (2019)	95	7%
9. Trade and gender + COMESA - FR (2019)	28	2%
10. Trade and gender + Agriculture and technology – EN (2020)	109	9%

<sup>29</sup> Figures on admissions are available for all courses except for course number 9

11. Trade and Gender Linkages + MERCOSUR - EN (2020)	131	10%
12. Trade and Gender Linkages + MERCOSUR - ES (2020)	55	4%
13. Trade and Gender Linkages - FR (2020)	45	4%
<b>Total</b>	<b>1,277</b>	

### Trainees by gender

	<b>Number</b>	<b>%</b>
Female	742	66%
Male	385	34%
NA	150	
<b>Total</b>	<b>1,277</b>	

### Trainees by region

	<b>Number</b>	<b>%</b>
Africa	612	57%
America	163	15%
Asia	212	20%
Europe	87	8%
Oceania	5	0.5%
NA	198	
<b>Total</b>	<b>1,277</b>	

*Of which, from LDCs 343 (36%)*

### Trainees by type of stakeholder

	<b>Number</b>	<b>%</b>
Academia	252	29%
CSOs	107	12%
Government	499	58%
NA	419	
<b>Total</b>	<b>1,277</b>	

## Trainees by country

<b>Country</b>	<b>N</b>	<b>Country</b>	<b>N</b>	<b>Country</b>	<b>N</b>
		Fiji	2	Morocco	3
Algeria	1	Finland	2	Mozambique	5
Angola	6	France	6	Myanmar	5
Argentina	10	Gambia	5	Namibia	2
Bangladesh	8	Georgia	1	Nepal	6
Barbados	7	Germany	6	Netherlands	5
Belarus	2	Ghana	20	New Zealand	2
Belgium	2	Grenada	1	Nigeria	32
Benin	4	Guatemala	1	Pakistan	13
Bhutan	2	Guinea	4	Palestinian Territory, Occupied	4
Bolivia	5	Guyana	2	Panama	2
Botswana	9	Honduras	1	Paraguay	5
Brazil	11	Iceland	1	Peru	15
Bulgaria	2	India	25	Philippines	6
Burkina Faso	11	Indonesia	3	Poland	1
Burundi	19	Israel	1	Qatar	1
Cambodia	4	Italy	3	Russia	4
Cameroon	17	Jamaica	3	Rwanda	31
Canada	10	Japan	3	Saint Lucia	1
Chile	8	Jordan	5	Saint Vincent and the Grenadines	2
China	8	Kazakhstan	2	Saudi Arabia	1
Colombia	11	Kenya	101	Senegal	11
Comoros	2	Kiribati	2	Serbia	2
Congo	1	Kósovo	2	Seychelles	3
Congo, the Democratic Republic of the	7	Lebanon	3	Sierra Leone	4
Costa Rica	1	Lesotho	1	Singapore	1
Cote d'Ivoire	3	Macedonia	5	South Africa	15
Cuba	1	Madagascar	12	South Korea	1
Czech Republic	2	Malawi	37	Spain	1
Djibouti	2	Malaysia	5	Sri Lanka	3
Ecuador	11	Maldives	1	Sudan	11
Egypt	12	Mali	4	Suriname	1
El Salvador	3	Mauritania	3	Switzerland	33
Eritrea	6	Mauritius	15	Taiwan	1
Estonia	2	Mexico	7	Tanzania	42
Eswatini	13	Mongolia	2	Thailand	6
Ethiopia	13	Montserrat	1		

<b>Country</b>	<b>N</b>
Togo	5
Trinidad and Tobago	10
Tunisia	2
Turkey	33
Uganda	28
Ukraine	3
United Kingdom	8
United States	12
Uruguay	7
Venezuela	2
Viet Nam	8
Yemen	1
Zambia	67
Zimbabwe	42
Azerbaijan	1
Bahrain	1
Dominican Republic	1
Moldova	1
Niger	1
Uzbekistan	1
Sweden	1
NA	223
<b>Total</b>	<b>1,277</b>
<i>Of which, LDCs</i>	<i>343</i> <i>(36%)</i>

## Certifications

### Successful trainees and success rate per course

<b>Training course</b>	<b>Trainees</b>	<b>Successful trainees</b>	<b>Success rate</b>
1. Trade and gender – EN (2015)	104	66	94%
2. Trade and gender – EN (2016)	103	77 <del>207</del>	99%
3. Trade and gender – EN (2017)	130	130	100%
4. Trade and gender + COMESA – EN (2017)	80	47 <del>53</del>	66%
4bis. Trade and gender – EN (2018)	134	NA	NA
5. Trade and gender + EAC – EN (2018)	92	46 <del>47</del>	51%
6. Trade and gender + SADC – EN (2018)	70	36 <del>38</del>	54%
7. Trade and gender – EN (2019)	101	63 <del>68</del>	71%
8. Trade and gender + COMESA - EN (2019)	95	86	91%
9. Trade and gender + COMESA - FR (2019)	28	26 <del>27</del>	NA
10. Trade and gender + Agriculture and technology – EN (2020)	109	77 <del>86</del>	79%
11. Trade and Gender Linkages + MERCOSUR - EN (2020)	131	79	65%
12. Trade and Gender Linkages + MERCOSUR - ES (2020)	55	45	78%
13. Trade and Gender Linkages - FR (2020)	45	28	67%
<b>Total</b>	<b>1,277</b>	<b>806</b>	

### Success rate by course characteristics<sup>30</sup>

<b>Course characteristic</b>		<b>Trainees</b>	<b>Successful trainees</b>	<b>Success rate</b>
Language	English	920	621	68%
	Spanish	55	45	82%
	French	73	54	74%
Donor	GoF	928	648	70%
	COMESA	28	26	93%
	TMEA	92	46	50%
Type of course	General	493	381	77%
	General+regional	555	339	61%

<sup>30</sup> For all courses except 4bis and 8.

## Successful trainees by gender

	<b>Number</b>	<b>%</b>
Female	544	67%
Male	262	33%
NA	0	
<b>Total</b>	<b>806</b>	

## Success rates by gender

	<b>Trainees</b>	<b>Successful trainees</b>	<b>Success rate</b>
Female	742	544	73%
Male	385	262	68%

## Successful trainees by region

	<b>Number</b>	<b>%</b>
Africa	478	60%
America	128	16%
Asia	124	16%
Europa	62	8%
Oceania	3	0.4%
NA	11	
<b>Total</b>	<b>806</b>	

*Of which, from LDCs: 251 (32%)*

## Success rates by region

	<b>Trainees</b>	<b>Successful trainees</b>	<b>Success rate</b>
Africa	612	478	78%
America	163	128	79%
Asia	212	124	58%
Europa	87	62	71%
Oceania	5	3	60%
LDC	343	260	76%
No LDC	606	536	88%

### Successful trainees by type of stakeholder

	<b>Number</b>	<b>%</b>
Government	413	56%
Academia	208	28%
CSOs	83	11%
Other	31	4%
NA	71	
<b>Total</b>	<b>806</b>	

### Success rates by type of stakeholder

	<b>Trainees</b>	<b>Successful trainees</b>	<b>Success rate</b>
Academia	252	208	83%
Civil society organization	107	83	78%
Government	499	413	83%

## ANNEX II. Feedback survey

N=1,224

### Achievement of course objectives

**Question 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:

*Responses rank from 1= "not at all met" to 5="substantially exceeded"*

Stakeholder	dropout	failed	successful	total
Civil organization		2.6	3.5	3.5
Government		3.8	3.6	3.6
Academia		5.0	3.6	3.6
N/A	3.5	2.8	3.8	3.6
<b>Total</b>	<b>3.5</b>	<b>3.6</b>	<b>3.6</b>	<b>3.6</b>

### Previous familiarity with concepts

**Question 2.** Please indicate the extent to which you were previously familiar with the concepts discussed in this course:

*Responses rank from 1 = "not at all familiar with any of the concepts discussed" to 5="familiar with many of the concepts discussed. The course provided an opportunity to strengthen and build upon prior knowledge."*

Stakeholder	dropout	failed	successful	Total
Civil organization		1.0	3.4	3.4
Government		3.0	3.2	3.2
Academia		5.0	3.3	3.3
N/A	3.0	1.0	3.1	3.0
<b>Total</b>	<b>3.0</b>	<b>2.6</b>	<b>3.2</b>	<b>3.2</b>

### Examination of economies gender profiles

**Question 3.** To what extent was the course successful in explaining how to examine the gender profile of an economy?

*Responses rank from 1= "unsuccessful" and 5="successful"*

Stakeholder	dropout	failed	successful	Total
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Civil organization	society	5.0	4.1	4.1
Government		4.5	4.0	4.0
Academia		3.0	4.1	4.1
N/A		4.0	3.0	4.1
<b>Total</b>		<b>4.0</b>	<b>4.0</b>	<b>4.1</b>

### Understanding of trade – gender relationship

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

*Responses rank from 1 = "Not at all" to 5 = "to a very large extent"*

Stakeholder		dropout	failed	successful	Total
Civil organization	society		3.0	4.2	4.2
Government			4.0	4.1	4.1
Academia			3.0	4.2	4.2
N/A		3.9	3.0	4.2	4.0
<b>Total</b>		<b>3.9</b>	<b>3.4</b>	<b>4.2</b>	<b>4.1</b>

### Confidence in applying knowledge

**Question 5.** After completing this course, indicate how confident you feel to put in practice this knowledge<sup>31</sup>:

*Responses range from 1 = "Have decided not to work on the topic" to 5 = "Feel confident to put into practice the knowledge."*

Stakeholder		dropout	failed	successful	Total
Civil organization	society			4.2	4.2
Government			2.0	3.9	3.9
Academia			5.0	4.0	4.0
N/A		4.2	2.0	4.0	4.1
<b>Total</b>		<b>4.2</b>	<b>3.0</b>	<b>4.0</b>	<b>4.0</b>

<sup>31</sup> In the original survey files for every course, this question was formulated separately for those whose primary role was a policymaker and those whose primary role was academic. Responses to both questions have been merged here and are broken down by type of stakeholder according to personal data of respondents kept in other files.

## Quality assessment

### Question 8. Readers:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>	
Civil organization	society		3.0	4.5	4.5
Government			3.5	4.3	4.3
Academia			4.0	4.5	4.5
N/A		4.3	2.0	4.1	4.2
<b>Total</b>		<b>4.3</b>	<b>3.2</b>	<b>4.4</b>	<b>4.3</b>

### Question 8. Multimedia lectures:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>	
Civil organization	society		5.0	4.0	4.0
Government			5.0	4.0	4.0
Academia			3.0	4.0	4.0
N/A		3.8	3.0	4.1	3.9
<b>Total</b>		<b>3.8</b>	<b>4.2</b>	<b>4.0</b>	<b>4.0</b>

### Question 8. Suggested readings:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil society organization		4.0	3.6	3.6
Government		4.5	3.4	3.4
Academia		3.0	3.5	3.5
N/A	3.6	2.0	3.5	3.6
<b>Total</b>	<b>3.6</b>	<b>3.6</b>	<b>3.5</b>	<b>3.5</b>

### Question 8. Quizzes and essay assignment:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil society organization		100	84	84
Government		63	82	82
Academia		0	81	80
N/A	78	75	84	80
<b>Total</b>	<b>78</b>	<b>60</b>	<b>82</b>	<b>81</b>

**Question 8.** E-mail exchanges with course tutor:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil society organization		5.0	3.6	3.6
Government		4.5	3.4	3.4
Academia		5.0	3.2	3.2
N/A	3.7	4.0	3.6	3.6
<b>Total</b>	<b>3.7</b>	<b>4.6</b>	<b>3.4</b>	<b>3.5</b>

**Question 9.** Course registration procedure:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil society organization		4.0	4.5	4.5
Government		5.0	4.4	4.4
Academia		4.0	4.6	4.6
N/A	4.3	3.0	4.4	4.3
<b>Total</b>	<b>4.3</b>	<b>4.2</b>	<b>4.5</b>	<b>4.4</b>

**Question 9.** Technical instructions:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>	<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil society organization		4.0	4.7	4.7
Government		5.0	4.4	4.4

Academia		4.0	4.6	4.6
N/A	4.3	3.0	4.5	4.4
<b>Total</b>	<b>4.3</b>	<b>4.2</b>	<b>4.5</b>	<b>4.5</b>

**Question 9.** USB key / DVD:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>		<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil organization	society		5.0	4.2	4.2
Government			5.0	3.9	3.9
Academia			5.0	4.2	4.2
N/A		4.0	2.0	4.0	4.0
<b>Total</b>		<b>4.0</b>	<b>4.4</b>	<b>4.0</b>	<b>4.0</b>

**Question 9.** Website design and navigation:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>		<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil organization	society		4.0	4.2	4.2
Government			4.5	4.1	4.1
Academia			3.0	4.5	4.4
N/A		4.2	4.0	4.3	4.2
<b>Total</b>		<b>4.2</b>	<b>4.0</b>	<b>4.2</b>	<b>4.2</b>

**Question 9.** Website user-friendliness:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>		<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil organization	society		4.0	4.1	4.1
Government			4.5	4.1	4.1
Academia			3.0	4.4	4.4
N/A		4.1	3.0	4.2	4.1
<b>Total</b>		<b>4.1</b>	<b>3.8</b>	<b>4.2</b>	<b>4.2</b>

**Question 9.** Technical support:

*Responses range from 1 = "Very low quality" to 5 = "Excellent"*

<b>Stakeholder</b>		<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil organization	society		5.0	4.3	4.3
Government			5.0	4.1	4.1
Academia			3.0	4.3	4.3
N/A		4.2	3.0	4.3	4.2
<b>Total</b>		<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>

Difficulty

**Question 10.** The difficulty level of the course was:

*Responses range from 1 = "Low" and 5 = "Very High"*

<b>Stakeholder</b>		<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
Civil organization	society		4.0	2.6	2.6
Government			3.5	2.8	2.8
Academia			3.0	2.8	2.8
N/A		2.9	5.0	2.9	2.9
<b>Total</b>		<b>2.9</b>	<b>3.8</b>	<b>2.8</b>	<b>2.8</b>

Global satisfaction

**Question 13.** Globally, this course was::

*Responses range from 1 = "Deficient" and 5 = "Excellent"*

<b>Stakeholder</b>		<b>dropout</b>	<b>failed</b>	<b>successful</b>	<b>Total</b>
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Civil organization	society	4.00	4.60	4.59
Government		5.00	4.42	4.43
Academia		3.00	4.49	4.47
N/A		4.48	3.00	4.53
<b>Total</b>		<b>4.48</b>	<b>4.00</b>	<b>4.47</b>

### Summary of scores by gender

Question	Female	Male	N/A	Total
Question 1	3.60	3.67	3.32	3.60
Question 2	3.16	3.31	3.09	3.20
Question 3	4.04	4.11	3.95	4.06
Question 4	4.10	4.20	3.84	4.12
Question 5	3.83	4.20	4.11	3.98
Question 8. Readers	4.32	4.42	4.18	4.34
Question 8. Multimedia lectures	3.94	4.03	4.05	3.98
Question 8. Suggested readings	3.54	3.46	3.48	3.51
Question 8. Quizzes and essay assignment	4.25	4.29	4.16	4.25
Question 8. E-mail exchanges with course tutor	3.50	3.31	3.66	3.45
Question 9. Course registration procedure	4.45	4.46	4.34	4.44
Question 9. Technical instructions	4.50	4.49	4.30	4.48
Question 9. USB key / DVD	3.90	4.26	4.00	4.02
Question 9. Website design and navigation	4.20	4.31	4.14	4.23
Question 9. Website user-friendliness	4.18	4.28	3.93	4.20
Question 9. Technical support	4.21	4.23	4.14	4.21
Question 10. Difficulty level	2.80	2.77	2.89	2.80
Question 13. Globally	4.43	4.53	4.57	4.47
<b>Total</b>	<b>3.94</b>	<b>4.02</b>	<b>3.90</b>	<b>3.96</b>

### Summary of scores by region

Question	Africa	America	Asia	Europe	Oceania	LDC	Total
Question 1	3.67	3.68	3.52	3.38	3.40	3.58	3.60
Question 2	3.15	3.45	3.29	3.11	3.00	3.21	3.20

<b>Question</b>	<b>Africa</b>	<b>America</b>	<b>Asia</b>	<b>Europe</b>	<b>Oceania</b>	<b>LDC</b>	<b>Total</b>
Question 3	4.12	3.87	4.04	4.03	4.00	4.05	4.06
Question 4	4.19	4.01	4.08	4.11	4.00	4.12	4.12
Question 5	4.06	3.92	3.78	3.90	4.00	4.05	3.98
Question 8. Readers	4.33	4.35	4.35	4.43	4.00	4.31	4.34
Question 8. Multimedia lectures	3.95	3.98	4.01	4.05	5.00	3.94	3.98
Question 8. Suggested readings	3.49	3.50	3.65	3.35	3.50	3.45	3.51
Question 8. Quizzes and essay assignment	4.40	4.01	4.07	4.11	4.50	4.38	4.25
Question 8. E-mail exchanges with tutor	3.41	3.33	3.51	3.57	4.00	3.50	3.45
Question 9. Course registration procedure	4.40	4.43	4.52	4.68	4.50	4.36	4.44
Question 9. Technical instructions	4.46	4.54	4.53	4.59	5.00	4.44	4.48
Question 9. USB key / DVD	4.01	3.89	4.12	4.19	5.00	3.98	4.02
Question 9. Website design and navigation	4.31	4.07	4.26	4.05	4.50	4.27	4.23
Question 9. Website user-friendliness	4.28	4.11	4.15	4.19	4.50	4.27	4.20
Question 9. Technical support	4.20	4.13	4.27	4.35	4.50	4.20	4.21
Question 10. Difficulty level	2.73	3.02	2.69	2.70	3.00	2.67	2.80
Question 13. Globally	4.55	4.26	4.35	4.46	4.50	4.48	4.47
			<b>3.9</b>			<b>3.9</b>	
<b>Total</b>	<b>3.98</b>	<b>3.92</b>	<b>5</b>	<b>3.96</b>	<b>4.16</b>	<b>6</b>	<b>3.96</b>

## ANNEX III. Evaluation survey

### Response Statistics

	#	%
Complete	281	82.20%
Partial	61	17.80%
Disqualified	0	0%
Totals	342	100%

### Training results

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

	Not at all		Very little		Neutral		Somewhat		To a high extent		#
	#	%	#	%	#	%	#	%	#	%	
The differences between men and women in the economy	2	0.7%	5	1.7%	11	3.8%	65	22.6%	205	71.2%	288
How to analyse gender inequalities	0	%	2	0.7%	13	4.5%	82	28.5%	191	66.3%	288
How men and women are affected differently by trade	0	%	2	0.7%	8	2.8%	45	15.6%	233	80.9%	288
Application of sex-disaggregated data in policy	2	0.7%	7	2.4%	20	6.9%	118	41.0%	141	49.0%	288
How to mainstream gender in policies	1	0.3%	3	1.0%	25	8.7%	104	36.1%	155	53.8%	288

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

	%	#
I have done a gender analysis	34.30%	99
I have used my knowledge in a research/study	55.70%	161
I provided input for a concrete policy development	34.90%	101
I have used it in policy dialogue	39.40%	114
I have used my knowledge/skills in advocacy work	41.20%	119
I have trained my peers/colleagues on the gender/trade nexus	31.50%	91
I have conducted academic lessons on the gender/trade nexus	21.10%	61
I have not applied it in practice	6.60%	19
Other	7.30%	21

3. To what extent have you been able to incorporate what you learned into your organization?

	%	#
Not at all	1.70%	5
Very little	5.50%	16
Neutral	11.40%	33
Somewhat	50.50%	146
To a high extent	30.80%	89
Totals		289

4. What have been the limiting factors, if any, in you applying new knowledge/skills in practice?

	%	#
My work/organisation has a different focus	27.30%	79
Gaps/limitations in my own skills/knowledge	14.20%	41
Gaps/limitations in my organisation's competencies/power	21.50%	62
Inadequate allocation of budget/resources/manpower	37.70%	109
Staff turnover/rotation	8.70%	25
Poor institutional management/coordination	20.10%	58
There have been no limiting factors	21.80%	63
Other	10.70%	31

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

	%	#
My knowledge/skills have improved	94.80%	274
I feel more confident participating in discussions on gender/trade	85.10%	246
I have broadened my network	36.70%	106
I feel my position in my organisation has been improved	15.90%	46
I have further developed my profile	63.00%	182
Other	3.50%	10

6. In what ways has your organisation been active in trade and gender since you participated in the course?

Value	%	#
It has conducted gender analyses of trade measures or policies	20.10%	58
It has conducted research into trade and gender	21.80%	63
It has contributed to trade and gender related policy dialogues	37.70%	109

It has been involved in policy development	31.80%	92
It has provided training on the trade and gender nexus	19.00%	55
It has not been active in trade and gender	29.80%	86
Other	11.80%	34

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

<b>Value</b>	<b>%</b>	<b>#</b>
Yes	77.20%	223
No	22.80%	66
<b>Totals</b>		<b>289</b>

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

<b>Value</b>	<b>%</b>	<b>#</b>
Evidence on the trade and gender linkages in the national economy	52.90%	117
Gender issues considered in trade negotiations	52.00%	115
Gender criteria considered in trade facilitation	49.80%	110
Gender impact assessed in measures supporting productive sectors and economic diversification	56.60%	125
Trade transparency measures with a specific focus on women	33.50%	74
Other	6.30%	14

9. Has your organization been connected to any of the above trade policy activities?

	<b>%</b>	<b>#</b>
Yes	68.30%	151
No	31.70%	70
<b>Totals</b>		<b>221</b>

10. Would you recommend the UNCTAD trade and gender course to other professionals?

	<b>%</b>	<b>#</b>
Yes	99.00%	283
No. I would recommend a different training programme on trade and gender	1.00%	3
<b>Totals</b>		<b>286</b>

11. Have you had access to other training or support on trade and gender?

	<b>%</b>	<b>#</b>
Yes	27.50%	79
No	72.50%	208
<b>Totals</b>		<b>287</b>

12. Why did you or you choose this UNCTAD course? Multiple answers possible.

	%	#
It was the only course of its kind available	23.30%	67
The course contents were better tailored to my needs than those of other courses	53.10%	153
The mode of delivery (platform, teaching style, etc.) suited my needs	64.20%	185
The decision was based on UNCTAD's reputation and expertise.	57.60%	166
Other	11.10%	32

13. Please use the following space to elaborate on your answer:

### Additional questions for analysis purposes

- Changes in personal data.
- How long have you been in your organisation?

	Percent	Count
0-2 years	20.40%	57
3-5 years	22.60%	63
6-10 years	25.40%	71
11 or more years	31.50%	88
<b>Totals</b>		<b>279</b>

- To what extent are you in a position to influence decision making on trade and gender in your organization?

	%	#
Not at all	6.90%	19
Very little	13.00%	36
Neutral	14.10%	39
Somewhat	46.90%	130
To a high extent	19.10%	53
Totals		277

- This survey will be followed by interviews and discussion groups about UNCTAD's online course on trade and gender. Would you like to participate? If so, we will contact you via email.

	%	#
Yes	73.30%	203
No	26.70%	74
Totals		277