

**International Training Centre of the ILO, Turin
Independent Evaluation of Training and Learning Activities
on the Thematic Area of “Promotion of Gender Equality and Diversity”**

Submitted by:

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Executive Summary

Evaluation Background and Methodology

To strengthen its approach to evaluation and the quality of its programming, the International Training Centre of the ILO (the Centre) has committed to conducting a series of thematic evaluations on an annual basis. This evaluation of the Centre's promotion of gender equality represents the first of these thematic evaluations. Data was collected through a document review (course evaluations and relevant policy and strategic documents); conducting key informant interviews with Centre Activity Managers, Senior Management, and partners; and administering a survey with former participants. The evaluation also conducted in-depth key informant interviews with relevant staff from Italy's Institute of Nuclear Physics to support development of a case study to document a technical assistance and support process used in the Centre's work with the Institute as an alternative form of learning and capacity building.

The survey was sent to 283 former participants from nine courses, selected from a combination of six gender-focused courses implemented by the Centre's gender programme (ILSGEN) and four courses that integrated gender from other technical programme areas. The survey had a 31% response rate. A total of 113 people participated in the evaluation process.

Relevance

The courses and other learning activities are relevant. They represent a blend of the Centre's more traditional approaches to work with ILO constituents combined with treatment of cutting-edge themes that attract a wider audience or which help ILO constituents apply innovative ways to integrate gender into their work. The way they have been set up address the commitments made in the *ILO Action Plan for Gender Equality 2010-2015*, the *Centre's Gender Result-Based Action Plan 2012-15* and the corresponding four programmes quite solidly. However, while it is apparent that the Centre is addressing gender within all its technical programme areas, it was not clear with the data available how evenly or to what extent this has been done across all technical programme areas.

The Centre's learning activities related to gender equality are reaching all ILO's constituents as well as a growing group of CSOs, academics and other UN agencies. The Centre has also been successful in achieving high rates of female participation in its gender-focused or integrated courses, but not in increasing these participation rates in all of its other learning activities. It has a high rate (relatively speaking) of male participation in most but not all gender-related courses. There may thus be a need for additional outreach to ensure that men are adequately represented in some specific courses. It also appears that the Centre is not reaching people with disabilities to the degree in which they are represented in the population or labour force.

Results and Effectiveness

The overall results arising from the Centre's approach to gender within its learning activities have been quite positive and significant in multiple areas for all ILO constituents, with 62.1% of evaluation survey respondents indicating concrete results. Many of these they believe to be sustainable and provided concrete evidence that this was the case. It was also possible to document that at least half of the evaluation learning activity sample had generated results that have already been replicated or scaled up despite these courses or learning activities only having been completed within the past year and a half. This also represents a significant outcome.

The extent of immediate results and of upscaled or replicated results also represents quite a high rate of return for learning activities - even more so for activities related to the promotion of gender equality which typically require a long time to effect visible and significant change. The most cost efficient learning modality combines on-line and face-to-face courses run within the context of a technical cooperation project or with a longer-term partner, particularly where there are project or partner personnel in the countries where the participants are concentrated.

Validity of Activity Design

Learning activities are generally well designed from a logic perspective but sometimes try to include too much material in a short time period. With this exception, course learning objectives are realistic. This is reflected consistently in the high level of post-course results as well as in the end-of-course evaluations.

End-of-course evaluations allow for a consistent comparison of course and learning quality across the board, but not for the tracking of specific course results. They can only accurately track course results to a limited degree as questions about future results can only be speculative in nature. Some final reports for courses are also incomplete and do not include course evaluation results or an analysis of the strengths and weaknesses of the course. Follow-up evaluations are also not conducted systematically across the board (it was not clear if there are the resources to do this). Activity Managers find the gender question in the course evaluation to be unclear. As a result, it generates rather mixed results that Activity Managers do not think necessarily reflect the actual treatment of gender within course material.

Follow-up evaluations are generally well designed (although a bit generic in nature) but are not conducted systematically for all courses. This limits the degree to which the Centre can document and track longer-term results. This also limits the degree to which Activity Managers are aware of or able to track post-course results and use these to strengthen future programming or provide additional technical support to past participants.

Efficiency of Use of Resources

The level of both immediate results and extent of upscaled or replicated results represents quite a high rate of return for learning activities and even more so for activities related to the promotion of gender equality. Overall, the use of blended on-line and face-to-face courses run within the context of a technical cooperation project or with a longer-term partner where there are project or partner personnel in the countries where the participants are concentrated was the most efficient use of learning activity resources. Where the thematic area permits, for targeted courses, holding them in the region or country where the participants are concentrated made the learning activities both more accessible and less expensive and therefore was a more efficient approach.

Management Arrangements

The Centre generally does a good job of informing participants of logistical arrangements and course content prior to course implementation and has effective management arrangements in place. However, it does not make systematic use of social media as a tool to enhance learning. Where it does, it is seen to be effective by participants and appears to add to the achievement of learning results in the blended course options.

While the Centre has integrated gender into all its technical areas, it is not clear how evenly this has been done across the board, with some technical areas appearing to have more gender-integrated courses than others. There is also no longer any formal system in place to ensure that this gender integration takes place and the Centre could benefit from the reinstatement of its peer review process or other kind of cross programme review system which could be used as a tool to ensure a more systematic integration of gender into other technical programme areas.

Conclusion

To sum up, the Centre's approach to the gender equality thematic area is serving ILO constituents well, has done a good job of attracting the participation and experience of other sectors and is generating a high level of both immediate and longer-term results. Outstanding concerns are that Activity Managers do not yet have access to a systematic means for tracking course or learning activity results and that there still remains a significant minority of course participants who do not feel they can apply the skills and knowledge they learned related to gender effectively. Overall, however, the Centre's reputation as a cutting-edge training institution with regard to gender is merited and its overall approach to this thematic area is highly relevant and well implemented.

A summary of the key lessons learned from the evaluation findings are as follows:

1. To maintain relevance within the gender equality area while still being cost effective, the Centre needs to continue to reach out to groups and sectors beyond the traditional ILO tripartite constituents.
2. Strategic partnerships such as those with UN Women not only expand the reach of the Centre's learning activities but also often serve to reinforce course results and are generally a cost effective way to deliver training.
3. The success of the technical support approach used with the GENIS Lab project showcased the effectiveness of a longer-term approach where much of the learning takes place outside of the classroom in an applied learning setting. It also demonstrated the strength of the ILO Participatory Gender Audit methodology.
4. As currently structured, end-of-course and follow-up evaluations are insufficient tools to track the significant and very concrete results of the Centre's learning activities related to gender equality.
5. To coordinate the integration of gender equality across all technical programmes in a systematic way requires a formal mechanism to do so as opposed to relying primarily on the interest of individual Activity Managers and goodwill and availability of inputs from ILSGEN staff.
6. Although blended courses are more expensive since they are longer in length and require additional resources to develop and deliver, they appear to be more cost effective as they attract more committed learners, provide more opportunities to interact with participants and increase the likelihood of the blended gender-focused or integrated courses offered having significant results following course completion.

Recommendations

Based on the evaluation findings, the evaluation recommends the following actions to address gaps identified in each evaluation category.

A. Activity Relevance and Outreach

1. The Centre should set and track concrete targets for male participation in gender-focused courses or learning activities.
2. The Centre should add a category in its application forms and course evaluations to allow participants to self-identify as having a disability, being from an ethnic or other minority, and by age. This would allow the Centre to track if the degree of their participation in the Centre's learning activities is proportionate to their representation in the population or among constituents so that if it is not, additional outreach to these groups can be added.
3. Future progress reports should include an analysis of female participation rates by technical programme area and not just as a Centre average. This will help the Centre determine if it is actually meeting its female participation targets in each area.

B. Validity of Course Design

4. The Centre could consider revising its end-of-course evaluations to include a question or questions on specific results tailored for each course or learning activity.
5. The question on gender needs to be revised for greater clarity. One possibility is to divide the question into two, e.g. "How well did the course address the specific needs of both women and men within the course's sector or theme?" and "To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?" A variation on this latter question should also be included in the follow-up evaluation format.
6. Final reports on courses should always include the end-of-course evaluation results and a response and analysis of these results.
7. To the extent that the Centre budget and staff time permits, it should increase the number of follow-up evaluations conducted so that this is done more systematically for each technical programme area.

C. Effectiveness

8. There is a need for Activity Managers to review each gender-focused or integrated course to determine how to increase the number/percentage of participants who feel they have sufficient skills, confidence and knowledge following course completion to be able to apply these to affect positive change related to gender equality within the organization or sector in which they work. The actions needed may be different for each course that is the reason there is a need for a course-by-course review.
9. The Centre should find ways to showcase the success and results of their gender-focused and integrated courses and learning activities in public fora and among its constituents to both provide recognition of the high quality work its staff are doing and as a means to promote increased participation in the Centre's related course offerings in the future.

D. Activity Impact Orientation

10. The Centre should consider if it is possible to make greater use of social media as a means for Activity Managers to track the longer-term gender impact of its courses more systematically. Social media could also be used to help facilitate networks among course participants since this will also reinforce course results. This will also depend upon the resources available, but it may be possible to establish a partnership with the private sector as a potential donor to provide these services for some courses.

E. Efficiency of Use of Resources

11. The Centre should consider reinstating the course/learning activity peer review system to both enhance a systematic review of gender integration across all technical areas as well as foster increased communication across technical program areas regarding on what projects and courses each area is working. An alternative is to review the Gender Focal Point Network to enable it to take on this gender integration role. That, however, would require that additional resources be allocated to support the increased coordination of this network by ILSGEN.

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List of Acronyms

CSOs	Civil Society Organizations
CUG	Comitato Unico di Garanzia (Equality Opportunity Committee) -INFN
ILO	International Labour Organization
ILSGEN	International Labour Standards and Gender Equality
INFN	Institute of Nuclear Physics
ITC-ILO	International Training Centre – International Labour Organization
MESPT	Micro Enterprises Support Programme Trust
MOU	Memorandum of Understanding
TAP	Tailored Action Plan
TORs	Terms of Reference
UN SWAP	UN System Wide Action Plan on Gender Equality

Independent Evaluation of Training and Learning Activities on the Thematic Area of “Promotion of Gender Equality and Diversity”

Section 1: Introduction

The International Training Centre of the ILO (the Centre) contracted this evaluation in partial response to the statement in its *Results-based Strategic Plan for 2012-15* on the importance of evaluation. A concern was also raised in the *ILO Field operations and structure, and technical cooperation review* (2013), about the relevance of the Centre’s services to ILO constituents. To address these issues, the Centre committed to implement independent evaluations of its thematic technical training areas/programmes on a cyclical basis. This evaluation represents the first of these thematic evaluations.

The evaluation was undertaken under the auspices of the Office of the Director of Training since its scope encompassed learning activities that integrated or focused on gender equality offered by more than one technical programme unit. The Evaluation Manager from the Centre for this thematic evaluation was Alessandro Patrone and the independent evaluation consultant, Dana Peebles from Kartini International.

1.1 Evaluation Objectives and Scope

The evaluation Terms of Reference (TORs) state the objective of the evaluation is to provide the Centre with evidence of the relevance and effectiveness of its training and learning activities related to the theme of promotion of gender equality and elimination of discrimination. The idea is that the Centre will be able to use this evidence to inform decisions about further development and evolution of its training and learning activities portfolio on the theme of gender equality and the elimination of discrimination in the 2016-17 biennium. The primary audiences of the evaluation are Centre staff and its partner organizations.

The evaluation covered selected training and advisory services that aimed to promote gender equality. It did not cover the diversity area in any depth beyond looking at which groups of participants took part. The gender equality and non-discrimination thematic area included learning activities that promoted ILO’s fundamental Conventions and other instruments on equality and non-discrimination, and/or provided related support for ILO tripartite constituents and other beneficiaries. The evaluation also explored the training and learning activity partnerships in which the Centre engaged on these themes. Specifically it examined a combination of the Centre’s lead technical programme on gender (ILSGEN)¹ and the integration of gender equality and discrimination issues into a small selection of other training courses from other technical programmes the Centre offered from May 2013 to June 2014.

The Centre selected a representative sample of ten learning activities from this time period. This time frame ensured there was at least 12 months between the learning activity delivery/completion and this follow-up evaluation. In keeping with the Centre’s gender mainstreaming mandate, the sample also included four relevant activities organized by a

¹ International Labour Standards, Rights and Work and Gender Equality

technical programme other than ILSGEN and were representative of ILO's tripartite constituent groups. The Centre selected a sample of activities from a list of 37 A-coded activities (those that involved groups) and 16 E-coded activities (other forms of learning support) the Centre had organized during the evaluation period. This included six from all activities linked to the Gender Equality and Diversity thematic area in the Management of Activities and Participants (MAP) database and four activities that had been pre-identified using the Centre's gender marker as a filter criteria². Nine of the ten activities selected were A-coded and one, the GENIS Lab project, was E-coded. The latter provided an example of learning through technical support as opposed to through more traditional course-based work. The A-coded activities also included the 2013 Gender Academy, a conference with multiple streams of gender-focused activities and panel discussions. The rationale behind this diverse selection was to ensure the evaluation of different types of learning activities that either focused on or integrated gender equality.

1.2 Methodology

The evaluation followed UN Evaluation Norms and Standards throughout the process.

It used three primary methods of data collection:

1. *Key informant interviews* with Centre staff responsible for the learning activities assessed as part of the evaluation sample in Turin (refer to Annex 1 for a list of those met or interviewed).
2. *Key informant interviews* with a selected group of partners or stakeholders involved with the learning activities included in the evaluation samples (see Annex 1).
3. *In-depth key informant interviews with five staff members involved with the Genis Lab project with Italy's National Institute of Nuclear Physics (INFN)* to serve as the basis for a case study on this project/learning activity (See Annex 1).
4. *Document review* covering learning activity descriptions, activity evaluations and reports, follow-up evaluation reports (where applicable) based on the evaluation matrix developed for this evaluation (refer to Annex 3 for a copy of the evaluation matrix).
5. *An on-line survey of former participants* from a sample of nine A-coded activities.

This mix of data collection methods and sources allowed for the triangulation of the findings for each evaluation question. This data was collected over the following period of time:

- Key informant interviews – Mission to ILO –ITC, Turin, 24-26 June 2015.
- Key informant interview – Mission to INFN, Frascati, Italy, 29-30 June 2015.
- Partner and Stakeholder Interviews (Skype) , 2 – 30 July 2015.
- Participants Survey (Data Collection period), 8 -19 July 2015.
- Data analysis and report writing (1st draft) 20 – 30 July 2015.
- Report revisions, 6 – 10 August, 2015.

The evaluation matrix was based on ten core evaluative questions and seven information-based questions that examined:

- Relevance and outreach of the learning activities

² A-coded activities outside of ILSGEN offerings had to have been allocated a 2 or 3 Gender Marker rating to be considered for inclusion in the evaluation since these ratings demonstrate a significant degree of gender content integration into the learning activity.

- Validity of the activity design
- Effectiveness of the activity and related arrangements and partnerships
- Efficiency of the use of related resources
- Effectiveness of management arrangements
- Impact orientation of the activity

Ratings for each area above are included in the evaluation matrix found in Annex 2.

As requested by the Centre, the report's structure is based on the evaluation questions outlined in the TORs as opposed to using a more summative approach. This is to allow for ready comparison with other Centre and ILO evaluations. For the INFN institutional case study, the evaluator used the Gender at Work institutional gender analysis framework as well as the evaluation questions and matrix to guide the related analysis. The **Gender at Work** framework examines changes within an institution from four different perspectives as outlined below:

<p>Awareness:</p> <ul style="list-style-type: none"> • Of gender issues affecting staff or programming and their underlying causes 	<p>Access to resources/opportunities:</p> <ul style="list-style-type: none"> • Identifies any differences in access to resources or opportunities between specific groups of women and men within an institution • Identifies any changes in these
<p>Cultural norms:</p> <ul style="list-style-type: none"> • Informal institutional practices and core beliefs of staff (particularly decision-makers) that contribute to gender inequality in either staffing or program results • Any changes in these practices or beliefs 	<p>Policy and institutional change:</p> <ul style="list-style-type: none"> • Formal institutional policies and practices that may contribute to gender inequality in either staffing or program results • Any changes in these

1.3 Learning Activities Sample

The learning activities selected by the Centre for the evaluation sample included the following:

Table 1: Summary of Learning Activities Sampled

Title	# of Participants	Dates Offered	Region/Country Targeted	Language
2013 Gender Academy	159	11/11/2013 – 22/11 -2013 Turin	Global	English French Spanish
ILO participatory gender audit facilitators' certification	13	Blended (27/5/2013 – 28/06/2013 at distance) - 08/07/2013 – 12/07/2013 Turin	Global	English
Gender equality for development effectiveness	25	26/05/2014 – 30/05/2014 Turin	Global	English
Gender and Organizational Change	34	31/03/2014 – 04/04/2014 Turin	Global	English
Atelier 1: Planification et budgétisation selon le genre dans le cycle budgétaire du Burundi	33	Field – 12/08/2013 – 16/08/2013 Burundi	Burundi	French

Title	# of Participants	Dates Offered	Region/Country Targeted	Language
Vínculos entre migración laboral, género y desarrollo en América Latina	34	19/08/2013 – 23/08/2013 San José, Costa Rica –	Latin America and the Caribbean	French Spanish
Capacity building for trade unions on mainstreaming gender equality and empowering women workers	14	10/03/2014 to 21/03/2014 Turin	Middle East	Arabic
Employers' organizations and women entrepreneurs: how to reach out?	17	7/10/2013 – 10/10/2013 Kingston, Jamaica	Caribbean	English
Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya	15	Distance 02/09/2013 – 30/03/2014 Face to face 27/01/2014 to 29/01/2014 Nairobi, Kenya		
Advisory mission to INFN	Not Available	2011 – 2014	Institute of Nuclear Physics (Italy)	Italian

1.4 Numbers that Participated in the Evaluation

The evaluation conducted 12 key informant interviews and meetings with Centre staff and 11 key informant interviews with other stakeholders and partners. The latter included seven staff from Italy's Institute of Nuclear Physics. The evaluation also sent surveys to 321 former course participants. Thirty emails were returned as no longer being valid and an additional five with messages that the persons concerned were not available during the survey period. The total base of potential responses therefore was 283. There were 90 survey responses, giving a response rate of 31%.³ Combined 113 people participated in the evaluation. Survey respondents were 70% female and 30% male. This is in keeping with the number of male and female participants in the course sample.

1.5 Evaluation Limitations

Evaluation Scope: The evaluation's focus was thematic as opposed to being an assessment of institutional gender mainstreaming processes. Therefore while this evaluation assessed the integration of gender into non-ILSGEN courses to some degree, it did not evaluate gender mainstreaming as a whole within the Centre. In addition, although the evaluation title includes the word diversity, the focus of the evaluation in the TORs was on gender equality. Diversity as a thematic area would need to be covered through a separate evaluation process.

³ The average response rate for the Centre's follow-up evaluations is 35% that generally only involve one course or learning activity.

Time frame covered: The training and learning activities evaluated were those that took place between May 2013 and June 2014. In a couple of cases, the courses selected were part of a longer term project and related learning activities that were implemented outside the evaluation's time frame may also have contributed to some of the results documented. The report identifies where this was the case.

Changes in Methodology: The case study approach suggested in the TORs for the European Union-funded (EU) GENIS Lab project was to document the experience of three individuals who participated in the GENIS Lab project. The evaluation methodology was therefore originally set up to do this. However, during the in-depth interview process at GENIS Lab it became apparent that this individual case study approach would not capture the full extent of the GENIS Lab experience. It was therefore agreed with the Centre's Evaluation Unit to draft this case study using an institutionally-focused analysis. A review of the types of documents available for review also led to the evaluator concluding that use of a document review form would be inappropriate. Instead, the evaluation reviewed core documents such as end-of-course evaluations for the validity of their design plus their quantitative and qualitative content.

Duration and timing of the Evaluation: The duration allocated for the entire evaluation process was just eight weeks, with the survey administered for two weeks during July, a period that encompassed both summer vacations for some stakeholders and participants as well as both Ramadan and EID. The latter limited the number of Muslim/Arabic-speaking participants in the survey to some degree. The eight-week limit also permitted little flexibility to address issues of stakeholder and participant availability. The evaluation extended the survey deadline by 3 days to accommodate this, but the timing still was not ideal for maximum participation, with several participants having indicated they had just missed the deadline as they had been away from their offices. A key partner from Burundi was also not available for a skype interview due to the elections being held there during the data collection period.

Sample Selection and Size: Given that the non-ILSGEN courses selected had to have a gender marker rating of 2 or 3 (i.e. having either a significant gender content or a predominant gender focus), the evaluation sample did not include courses or learning activities that did not include significant gender content. As such, there is a degree of positive bias in the sample selection.

As the activity sample is fairly small and there are a limited number of Activity Managers and partners responsible for these activities, to maintain anonymity it was often necessary to generalize the findings and not refer to specific course offerings – except where findings were drawn from survey responses, end-of-course and follow-up evaluations or where observations made were informational as opposed to evaluative in nature. In some cases, given the topic being discussed, it may still be possible to ascertain who provided the information reported. This potentially raises an ethical issue with regard to evaluation practice and maintaining anonymity of respondents and is an issue the Centre may need to address in future thematic evaluations.

Budget Data: The evaluation was asked to assess cost efficiency but the documents that the Centre provided the evaluator to review/assess did not include budget data for the specific learning activities reviewed. The assessment of efficiency has therefore focused on the perceived value for money by course participants, Activity Managers and partners. It also reviewed which course modalities appeared to generate the best results. Budget data was,

however, provided for overall funding for each technical programme in 2015 and the 2015 Innovation Fund. While these both fall outside of the evaluation period, the evaluation has used this data as one indicator to assess the prominence given to gender equality by the Centre.

Section 2: Evaluation Findings

This section is divided into five parts, following the key evaluation categories outlined in 1.2. Each part outlines the findings and related evidence associated with that particular evaluation question as well as provides relevant background information. Survey responses were fairly representative of both ILO constituents and course target groups. Tables 1 and 2 summarize who participated in the survey.

Table 1: Gender and Language of Survey Respondents

Gender	English	French	Spanish	Arabic	Grand Total
Male	17	8		2	27
Female	39	14	8	2	63
Grand Total	56	22	8	4	90

Table 2: Survey Respondent Representation by Course and Sex

Courses/Learning Activity	Male	Female	Grand Total	% of Total Participants in Course
1. Gender Academy	5	24	29	23.6
2. ILO Participatory gender audit facilitators' certification	2	6	8	61.5
3. Gender Equality for Development Effectiveness	4	6	10	52.6
4. Gender and Organizational Change	2		2	5.9
5. Workshop 1: Gender planning and budgeting in Burundi's budget cycle	6	12	18	54.5
6. Linkages between migration, gender, and development in Latin America	1	5	6	17.6
7. Capacity building for trade unions on mainstreaming gender equality and empowering women workers	1	2	3	28.6
8. Employers' organizations and women entrepreneurs: How to reach out?		3	3	17.6
9. Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya	6	3	9	69.2
10. Course not indicated		2	2	-
Grand Total	27	63	90	

Interestingly, the proportion of of male participants who took part in these courses and the number of male survey respondents is exactly the same. However, the percentage of female participants who responded to the survey was 10% less than the percentage of women who took part in the courses (refer to Table 3 below for a comparison of total course participants by sex and total survey participants by course and sex).

2.1. Activity Relevance and Outreach⁴

EQ 1: How well did the activity operationalize the ILO Action Plan for Gender Equality 2010-2015, the Gender Result-Based Action Plan 2012-15 of the Centre and Its four corresponding programmes and budgets?

Table 3 below, based on course participant lists, summarizes course reach with regard to male/female participants. Table 4 summarizes to which sectors survey respondents belonged. Combined this data provides a general overview of who the Centre’s gender focused or integrated courses are reaching.

Table 3: Female/Male Participation in Evaluation Sample Learning Activities

* Activities marked with an asterisk were those that were organized outside of ILSGEN.

Learning Activity	Total Participants	Female		Male	
		#	%	#	%
1. Gender Academy	159 ⁵	123	77%	36	23%
2. ILO Participatory gender audit facilitators’ certification	13	13	100%	-	-
3. Gender Equality for Development Effectiveness	25	19	76 %	6	24%
4. Gender and Organizational Change	34	23	67%	11	33%
5. Workshop 1: Gender planning and budgeting in Burundi’s budget cycle	33	20	60%	13	40%
6. Linkages between labour migration, gender, and development in Latin America*	34	18	53%	16	47%
7. Capacity building for trade unions on mainstreaming gender equality and empowering women workers*	14	10	66%	4	27%
8. Employers’ organizations	17	16	94%	1	6%

⁴ For the purpose of this evaluation relevance refers to the extent to which the objectives of the activity are consistent with beneficiaries’ requirements, and partners’ and donors’ policies.

⁵ The initial list of Gender Academy participants also included participants from the course for UN System Gender Focal Points, giving a combined total of 159 participants. For survey purposes only, the Gender Focal Point course participants were not included as they only attended part of the Gender Academy as well as to avoid a conflict of interest since the evaluator served as the lead facilitator for this course.

Learning Activity	Total Participants	Female		Male	
and women entrepreneurs: How to reach out?*					
9. Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya*	13	7	54%	6	46%
Totals	342	249	73%	93	27%

Table 4: Gender and Sector of Survey Respondents

Participant Sector	Male	Female	Grand Total	% of Total
Government	12	26	38	42.2
Worker's organizations	1	2	3	3.3
Employer's organizations		6	6	6.6
Academic	1	4	5	5.6
Civil society	8	9	17	19
UN agency	2	9	11	12.2
Unemployed	2	1	3	3.3
Private Sector	1	6	7	7.8
Grand Total	27	63	90	100

While all of ILO tripartite constituents were represented among the survey respondents there was a much higher proportion of representation from governments. Centre Activity Managers also have observed a trend towards increasing interest and demand for gender-related training from UN agencies. Civil society organizations (CSOs) have also demonstrated a fairly strong interest in gender training and represent the second largest group of survey participants. Activity Managers indicated they had specifically targeted CSOs for some courses (e.g. women entrepreneurs associations). They also noted that for the open courses the mix of personnel beyond ILO's traditional constituents has been quite positive as it allows for a cross-pollination of experience and ideas as well as contributes to building stronger inter-sectoral networks.

Targets for Female Participation

The Centre's Strategic Plan for 2012-15 established an end target for female participation in all Centre courses of 48%, starting from a 2010 baseline of 40.2%. The overall results for female participation in all Centre courses in 2013 was 40.6%, indicating that the Centre has not made little progress in reaching this target. The statistics for the evaluation sample courses, however, show that female participation rates are 33% above the Centre target, standing at 73%. This clearly reflects the gender focus of the ILSGEN organized courses and is not surprising. However, the high female participation rates in these courses may skew the Centre's overall female participation results and it may be that these rates are much lower in non-ILSGEN courses.

It may also be useful to consider the achievement of the Centre's female participation targets using a more nuanced approach. For example, it is important to consider whether the ILO constituents targeted for each specific learning activity actually has a base that is 50% female. If

this base is less than the 48% target, it may not be reasonable to expect this participation level to increase to that level. If so, the female participation targets would need to be set course-by-course based on the specific constituents' group. When asked about this possibility, several Activity Managers indicated that they would like to continue working to address past imbalances and encourage higher levels of female participation than may be representative among the constituents' groups. Consequently, while they thought these targets might be ambitious, they also thought it made sense to maintain them at this higher level.

Taking a closer look at the four non-ILSGEN activities sampled, with one exception, the averages are still much higher than the Strategic Plan targets. This also reflects Activity Managers' expressed objective of trying to reach gender participation parity. Three of the non-ILSGEN courses surpassed this objective, with female participation standing at 53%, 54%, and 66%.

Male Participation

The *ILO Action Plan for Gender Equality 2010-2015* includes an indicator for the percentage of male participants completing Centre gender-specific courses. Revisiting Table 4 from this perspective, the results are mixed, although still generally positive given the context and past patterns. All nine courses in Table 1 have a fairly strong gender focus, either in terms of target groups or content or both. With two exceptions, there were still fairly good male participation rates, ranging from 23% to 47%, but with the higher male participation rates still mostly found in the non-ILSGEN courses, e.g. the Linkages between labour migration, gender, and development in Latin America course that targeted a wide range of officials who work on migration issues.

The two exceptions were the certification course on *ILO Participatory Gender Audit Facilitators* certification (ILSGEN) and *Employers' organizations and women entrepreneurs: How to reach out* (non-ILSGEN). For the former, there were no male participants. The challenge here may be a perception that organizations are more likely to hire women to serve as gender auditors. Therefore potential male facilitators may not yet be convinced the course is worth the investment for them. More importantly, there is an extremely small pool of male gender specialists from which to draw and attract to the course and it may be that it is only possible to set a male participant target for the ILO Participatory Gender Audit Facilitators certification course of between 2 to 8%.

For the Employer's organizations course there was only one male participant out of 17 (6%). It should be noted, however, that this activity took place in the Caribbean where there is a common perception that gender equality is not really a problem in the region and that gender issues are mainly women's issues and responsibility.⁶ The course evaluation report also noted that this course "*targeted persons having a specific responsibility and experience to share regarding women entrepreneurs in relations to membership, governance, lobbying or services provision strategies*" and encouraged the participation of representatives of women entrepreneurs' associations. This focus also likely contributed to low male participation. The participants discussed this skew in male/female participation in some detail, particularly with

⁶ Peebles, Dana. 2014. *Gender Analysis of Open and Distance Learning in the Caribbean Region*. Vancouver: Commonwealth of Learning. P. 8 -10

regard to how to convince Executive Officers that reaching out to women entrepreneurs was a relevant issue for their organizations.⁷

The Evaluation Matrix indicated male participation was between 21 and 30% rating in gender-focused courses represented a good level of male participation.⁸ Seven of the nine courses sampled achieved either close to or surpassed that level (ranging from 24% to 47%). However, the fact that two of the courses sampled had either no or just one male participant indicates there is still a need for specific outreach to men for some courses and to clarify that these courses cover the broader spectrum of how gender equality is about both men and women and that gender equality also benefits both sexes.

Under-Represented Groups

The survey asked if respondents thought any groups were under-represented and if so, which ones. Respondents were roughly divided in half as to their opinion on this issue, with 53% indicating that some groups were under-represented and 47% that this was not a problem. The three main groups they thought were under-represented were people with disabilities (35 out of 54 responses – 64.8%), men (14.8%) and ethnic minorities (13%). In any given population, approximately 10% of the population has disabilities.⁹ The Centre’s end-of-course evaluations, however, are not currently set up to track the participation of people with disabilities through a self-identification process. One participant also noted a need to include more youth. While this latter group would depend upon the specific course offering, it may also flag a potential area for the Centre to re-examine in terms of target groups among its constituents.

Course Relevance for Participants

The survey also asked participants to what extent the course content was relevant for their professional needs. Their responses were overwhelmingly positive, with there being a combined total of 94.3% indicating that the courses were either mostly or highly relevant.

Table 5: Degree of Relevance of Course Content

Degree of Relevance	Male	Female	Grand Total	% of Total
To a limited extent	2	3	5	5.6
Was mostly relevant	6	29	35	39.3
Was highly relevant	19	30	49	55.0
Grand Total	27	62	89	99.9

The end-of-course evaluations included responses from the majority of participants and confirmed the evaluation survey results. A review of these course evaluations found that most participants allocated high ratings with regard to being very likely to apply what they had learned to their work. Only one course scored below the Centre average and that was a relatively negligible difference of 4.43 compared to the Centre average of 4.45. The rest scored above the Centre average, ranging from 4.48 to 4.79 out of 5.

⁷ ITC-ILO. Oct 2013. Final Report - Employers’ Organizations and Women Entrepreneurs: How to reach out. Turin: ITC-ILO. P 6 – 7.

⁸ There were no specific targets set for male participation in the ILO Gender Action Plan

⁹ <http://www.webmd.com/health-insurance/20110609/1-billion-people-are-living-with-disabilities>

Operationalization of Budget

The Centre is quite active in the thematic area of gender equality and senior management regards it as one of the Centre's flagship programme in terms of prominence, reputation and budget support. Table 6 shows that for 2015 captive funding for ILSGEN was the fourth highest out of ten programme areas, with the top three representing programming that targets ILO's tripartite constituents. Additionally, while also outside the parameters of the evaluation period, it is important to note the Centre's 2015 call for proposals through its Innovation Fund disbursed over 250,000 Euro to finance a series of new product developments related to gender equality.¹⁰ ILSGEN, it should be noted, is responsible for providing technical support on the integration of gender equality to all programme areas in addition to offering gender-focused learning activities.

Table 7: Allocation of Captive Funds by Technical Programme Area - 2015

Technical Programme Area	Allocation of Captive Funds by Technical Programme Area in Euros	Percentage of Total
Workers' Activities	828,556	18.5
Enterprise, Microfinance and Local Development	735,000	16.4
Employers' Activities	715,500	15.9
International Labour Standards, Rights at Work and Gender Equality	515,708	11.5
Social Protection, Governance and Tripartism	430,000	9.6
Training Directorate	405,377	9.0
Distance Education and Learning Technology Applications	195,000	4.3
Employment Policy and Analysis	330,000	7.3
Sustainable Development	280,000	6.2
Partnerships and Programme Development Services	50,000	1.1
Total	4,485,141	99.8

Source: 2015 - Allocation of Captive Funds by Technical Programme. ITCILO - 7/8/2015

Summary of Findings related to Relevance (Question 1)

1. The Centre's approach to the thematic area of gender equality is well in line with the *ILO Action Plan for Gender Equality 2010-2015*, the *Centre's Gender Result-Based Action Plan 2012-15* and the corresponding four programmes.
2. The non-ILSGEN courses selected for review demonstrated a clear commitment to the integration of gender equality in the related technical programmes.¹¹
3. Female participation in the courses selected for review is generally above the Centre's average. However, as these courses were heavily focused on gender, these high participation rates may be skewing the Centre's overall averages regarding female participation.

¹⁰ Innovation Fund 2015: Theme – Reaching Out to Women. ITCILO – TDIR – 15.5.2015

¹¹ Refer to the Centre's Gender Result-Based Action Plan 2012-15. Section 2. Substance. Area: Commitment to gender equality is internalized throughout the Centre's Training Programmes and reflected in all technical work, operational activities and support services.

4. While under-represented in selected courses, overall the Centre has been successful in attracting a reasonable number of men to participate in gender-focused training.
5. People with disabilities remain significantly under-represented.
6. Course content across the board was highly relevant for the large majority of participants.
7. Funding allocation for ILSGEN is the fourth highest after programming to support ILO's core constituents.

2.2 Validity of Activity Design¹²

EQ2: Were the intended results of the activities logical and realistic?

To establish whether the intended results of learning activities were logical and realistic, the evaluation interviewed Activity Managers for each sample course and posed two related questions to participants. Activity Managers indicated that while overall they thought course expectations were realistic and the materials presented logically, there was a tendency to try and cover too much material. As most courses are offered more than once, over time they have been able to adjust the course materials to be more realistic. They find this also improves course results as it gives participants a better opportunity to absorb new concepts, information and skills. Tables 8 and 9 summarize the survey questions related to validity of activity design.

Table 8: Link between Course Level and Participant Level of Knowledge and Skills

Degree of Appropriateness	Male	Female	Grand Total	% of Total
Level was too basic	1	4	5	5.7
Course required more knowledge/skills than participant had	1	5	6	6.8
Course built upon previous level of knowledge and skills	25	52	77	87.5
Grand Total	27	61	88	100

Table 9: Degree to Which Activities related to Gender Were Logically Presented

Degree of Logical Presentation	Male	Female	Grand Total	% of Total
Some of the time		8	8	9
Most of the time	16	29	45	51.1
All of the time	11	24	35	39.8
Grand Total	27	61	88	99.9

End-of-course evaluations also asked how appropriate the activity's contents were compared to the course's objectives. The responses indicated that four of the nine courses were below the Centre average of 4.27 (although two only by .07) and three above this average. Combined with the data from the survey questions, ***the overall impression is that while overall, the courses are designed in a logical and realistic way that there is still some room for improvement.*** The ratings are still fairly high but not quite as high as for course relevance. Ratings are also much stronger with regard to courses being appropriate for participant's prior levels of knowledge and skills. This speaks to both ***appropriate activity design as well as participant selection.***

¹² Defined as the extent to which the design of the activity was logical and coherent.

EQ 3: Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress?

Adjusting for participants who did not remember the course evaluations and, consequently, taking the base number of responses as being 70, 82.2% of the participants thought the course evaluations assessed the results effectively. Activity Managers, however, unanimously agreed the course evaluation question on gender is not very clear. They cited receiving very diverse and sometimes unexpected results to this question, e.g. a lower than average rating on how well the course integrated gender even though the main focus of the course had been gender. The gender-related question is: *“Have gender issues been adequately integrated in the training?”* The key challenge lies in the fact that there is still a wide range of understanding of what integrating gender means among participants.

While there are two end-of-course evaluation questions address that results directly they are very general in nature since this evaluation has to be used for all Centre courses. These two questions are: *“How likely is it that you will apply some of what you have learned?”* and *“How likely is it that your institution/employer will benefit from your participation in the activity?”* In addition, since these questions are posed at the end of each course, participant responses are indicative as opposed to definitive in nature. Thus the results of the follow-up evaluations are more salient on this question. A more detailed analysis of post-course results can be found in Sections 2.3 and 2.4. Interviews with both Activity Managers and other stakeholders/partners however, indicated that while they could cite some course/learning activity results, most could only do so for a few participants from each course.

The main exceptions were those who ran activities within the context of a technical cooperation project or where their technical partners did more intensive or systematic follow-up. However, not all longer-term learning activities/projects conducted follow-up evaluations. For those courses where there were no follow-up evaluations, knowledge of the specific results stemming from the learning activities relies heavily upon anecdotal information and participant follow-up is not systematic or often is built into the course process.

Another challenge was related to sometimes low response levels to follow-up evaluations. In one course, for example, participants had to develop action plans as a part of their course work. These were intended to provide both concrete ways in which the participants could utilize course materials and new skills as well as to help regional staff involved in the related project to track and monitor progress. However, of 17 participants, only three responded to the follow-up evaluation conducted six-months after course completion. The Activity Manager was therefore only aware of a few participants who had implemented their action plans for this particular course. In addition, not all final reports included the end-of-course evaluation results or an analysis of the courses’ strengths and recommendations regarding how they could be strengthened, thus weakening the overall effectiveness of these reports.

Since the evaluation questions were designed to be generic to facilitate comparisons across all learning activities, they do not provide much space for the documentation of course-specific results. In the follow-up evaluation reports available for this evaluation, the sections that reviewed qualitative comments on results did not aggregate or analyze these results, but simply listed all of them. This did not provide any real value added to the follow-up evaluation process.

EQ 4: How likely was it that the intended results were to be achieved?

Table 10 below shows how realistic survey respondents thought the learning objectives were for their specific courses.

Table 10: Degree to which Learning Objectives Were Realistic

Degree to which realistic	Male	Female	Grand Total	% of Total
Only a bit realistic	1	1	2	2.3
Some of gender-related learning objectives were realistic	2	6	8	9
Most of the gender-related learning objectives were realistic	15	30	45	51.1
All of the gender-related learning objectives were realistic	7	23	30	34
There were no explicit gender-related learning objectives	2	1	3	3.4
Grand Total	27	61	88	99.8

While 85.1% of participants thought that most (51.1%) or all (34%) of course objectives were realistic, 11.2% did not. This is likely related to the problem identified by Activity Managers of sometimes trying to cover too much material in a short time frame. Where there were blended on-line courses, this challenge was easier to avoid as much of the material could be covered prior to the face-to-face activity.

What appeared to help in setting realistic learning objectives was close Activity Manager and partner knowledge of, and a direct relationship to, the course target groups. Activity Managers for courses that were part of a larger technical project that targeted specific groups with whom they had an on-going working relationship found it easier to develop fairly realistic learning objective and obtain the related results. This was generally more difficult to do in the open courses – although the blended courses were able to establish this kind of relationship through the relationships built up during online training exchanges and interactions with participants. The end-of-course question on *“To what extent were the activity’s objectives achieved?”* received a below average score for four of the gender-focused open courses whereas four of the targeted courses had scores that were significantly above the Centre average. While this sample size is too small to determine definitively if it is the open or closed nature of the course that is a contributing factor, it does potentially flag a possible difference to be tracked on a comparative basis in the future.

Findings Summary – Validity of Activity Design (Questions 2 - 4)

- Learning activities are generally well designed from a logic perspective but sometimes try to include too much material in a short time period.
- Course participants found the course evaluations to be an effective means of measuring results but Activity Managers have found the question on gender to be unclear.
- The end-of-course evaluations can only capture speculative results following course completion. Follow-up evaluations are generally well designed (although a bit generic in nature) but not conducted systematically for all courses so it is only possible for the Centre to document and track a limited amount of specific results.

- Final reports on courses do not always include the end-of-course evaluation results or analysis of the courses’ strengths or recommendations regarding how they could be strengthened.
- Activity Managers are generally not that aware of, or able to track, post course results.

Results

2.3 Effectiveness¹³

EQ 5: To what extent have the activities been an effective instrument to help promote gender equality in the world of work?

The participants survey focused five of 26 questions on post-course results. The related responses are summarized in Tables 11 and 12.

Table 11: Frequency with which Participants Able to Apply Course Gender Knowledge/Skills

Frequency Able to apply	Male	Female	Grand Total	% of Total
Not at all		1	1	1.1
Occasionally	6	26	32	36.8
On a monthly basis	8	18	26	29.9
More than once a month	13	15	28	32.2
Grand Total	27	60	87	100

The majority of respondents (62.1%) indicated they were able to use the knowledge and skills they acquired through the training on a regular basis. This, however, still leaves a significant minority that only used them occasionally. Of this latter group, when asked why this was the case, just over half (18) answered this question using the survey’s pre-coded answer options and an additional six provided alternative reasons for a total of 24 respondents. Equal numbers (37.5%) indicated they did not feel they had sufficient skills or knowledge to apply them to their work more frequently and that the environment in which they worked was not supportive. In the “other reasons category”, three also indicated they had changed jobs and that their specific gender skills and knowledge were not applicable in their new sector of work. One noted that they worked in the financial sector which they perceived to be gender neutral. Two cited lack of financial resources as an issue.

Given the sensitivity of gender as an issue it is not surprising that several respondents did not find themselves in a supportive working environment or that financial resources to apply gender analysis or related skills were not given a priority. Of greater concern, is the fact that so many of this group of respondents felt they had not acquired sufficient skills and knowledge to apply the course materials to their work and that those who had moved jobs did not think that what they had learned was applicable to their new positions or sectors. While some of the courses offered were sector specific, most should have included conceptual thinking and analysis tools that could be transferred to any sector.

¹³ Defined as the “Extent to which the activities’ immediate objectives were achieved, taking into account their relative importance”.

Conversely, when the 59 respondents who indicated they were able to apply their new knowledge and skills on a monthly or more frequent basis were asked what factors contributed to this, they indicated the following:

- Their advocacy skills were strengthened as a result of the learning activity (29 respondents/49.1%)
- Their new skills and knowledge were very applicable to the context in which they worked (28 respondents/47.45)
- They received support from their colleagues to do so (2 respondents/3.4%; plus an additional two qualitative comments indicating that a supportive environment and institutional culture were important factors).

The significant finding here is that ***the acquisition of stronger advocacy skills and of knowledge applicable to their work appears to have been a much more important factor influencing their ability to apply their new skills and knowledge than whether or not they worked in a supportive environment.***

When asked how what they had learned had contributed to changes related to gender equality where they worked and how likely these changes were to be sustained over time, participants responded as outlined below. They had the option of picking more than one type of change.

Table 12: Type of and Sustainability of Changes to Which Courses Contributed

Type of Changes and Results	Total Changes	Total – Changes Likely to be sustained	Likelihood of Changes being Upscaled or Replicated
Able to influence a change or changes in how their organization addresses gender	43	29	37
Able to train colleagues about what they had learned	34	44	46
Able to set up or participate in a gender-related network	30	29	30
Increased representation of women in the leadership of their organization	14	15	20
Increased representation of women in organization membership	9	12	14
None of the above	13	10	4

Of significance is that the highest categories for results is that course participants were able to influence how their organizations address gender and being able to train their colleagues about what they had learned. Fewer respondents (although still the large majority) were confident that they would be able to maintain these institutional changes in the future. They were, however, still fairly confident that they could replicate or upscale these changes in the future. A higher percentage thought they would be able to both train colleagues in the future and to upscale and replicate this change. This possibly indicates that transfer of knowledge requires more time to put into place. They also remained confident that they would be able to maintain their participation in gender-related networks as well as to replicate and upscale this result. While lower numbers of respondents were able to help increase women’s leadership in their organizations and in organizational membership, their confidence in this increasing in the future

and being replicated or upscaled was also higher. This again may suggest that this change area may be one that requires a somewhat longer-term view to achieve and track.

In the “Other” category, one respondent noted that the training made them more conscious of gender issues within their workplace. Another gave a concrete example of how they were able to influence how their organization addressed gender, indicating that it helped them integrate gender issues in Ethiopia’s United Nations Development Assistance Framework. Two noted they were able to introduce the use of gender-sensitive language in their work. A fifth respondent indicated it has helped them gain greater appreciation for the work that women do in their workplace and for their work to be judged more on merit as opposed to on their gender.

For specific courses Activity Managers and partners observed the following results.

1. Workshop 1: Gender planning and budgeting in Burundi’s budget cycle: This was a two-year project led by the Ministry of Finance in Burundi which targeted decision-makers in the country’s line ministries and CSOs for local development in three provinces. UN Women in Burundi also provided technical support for this project and to a lesser degree also the Ministry of Gender. The training objective was to build capacity in GRB among line ministry staff. The Ministry of Finance with the help of the Gender Ministry helped train staff from the Ministry of Agriculture and created working teams to deliver the training to other line ministries as well as their own staff.

As a result of this training, participants realized Burundi’s budget cycle procedures needed revision. There was formerly no reference to gender in the government’s letter for proposals format. Through the course, government staff realized they were in a gridlock position as line ministries were waiting for a directive from the Ministry of Finance/Ministry of Gender before doing this systematically and the Ministry of Finance was expecting line ministries to start integrating gender into their letters of proposal as a matter of course. How to address this problem was discussed in detail during the workshop. In addition, the theme of gender responsive budgeting generated considerable interest and the initial Training of Trainers workshop was able to attract 33 participants with a good mix of male and female participants.

2. Linkages between migration, gender, and development in Latin America: Prior to the course, in the region many regarded migration as a security issue. Consequently, labour migration is mostly dealt with under Home Affairs. UN Women, which collaborated on this project, was able to bring in expertise that helped participants look at the specificity of men and women’s migration experience, its underlying causes and how to address the issue through a gender lens. Overall participants learned that this issue was not about having female migration policy, but how to look at and address the needs of both female and male migrants in the region. They also learned that migration is also a labour as opposed to solely a security issues. The main target groups for this training were the ILO tripartite constituents. In this instance, however, depending on in which institution the issue is addressed by government, outreach and participation went beyond the Ministry of Labour.

3. Gender and Organizational Change: The main source of feedback was from the end-of-course evaluation. These results had scored somewhat below the Centre average regarding achievement of course objectives (3.94 compared to 4.17). Participant observations and recommendations were that many would have preferred that the course use less theoretical,

more concrete and gender-related content, including more case studies and practice exercises. They also noted that they were not starting from the same knowledge base on gender-related issues and that this heterogeneity prevented them from going further into the use of different tools. Some suggested that it would have been good to provide more information about the training contents and planning at an earlier stage, so that they could better evaluate if it met their needs and capacity.¹⁴

4. Gender and Developmental Effectiveness: This course was designed to familiarize participants with “strategies and tools that work” for advancing gender equality in development planning. It was built on experiences and good practices collected by UN Women and the Centre at the national and international levels. It had a particular focus on how concrete actions could be taken to align national and sector level development policies, programme and budgets with gender equality priorities.¹⁵ This course also scored below the Centre average for achievement of course objectives, although not significantly so (3.96 compared to 4.17). The final report for this course, however, does not provide any comment or analysis regarding this theme. It simply observed that while an informal evaluation found that the international context and the diversity among participants was appreciated, the results of the formal evaluation questionnaires were still being processed and would be analysed late in relation to the Centre’s overall benchmarks.¹⁶ There was however, no qualitative feedback provided by participants for recommendations for change in the end-of-course evaluation and no clear indication of what the course results were beyond the outline of its learning objectives in the course flyer and final report. It was however, possible to track significant course results through the evaluation survey through where there were 10 respondents for this course. This represented just over half of the course participants. Of these, one skipped all the results-related questions and two picked the option of “none” of the results listed. The remaining 7 respondents had the option of picking more than one option and answered as follows:

- Able to train colleagues about what they learned (30%)
- Able to influence a change or changes in how their organization addresses gender (40%)
- Able to set up or participate in a network related to promotion of gender equality (40%)
- Increased representation of women in leadership in their organization (10%); increase in women’s membership in their organization (20%).

5. 2013 Gender Academy: Activity Managers and some participants in the evaluation survey noted the formation of active networks among participants that continued after the learning activity was a particular benefit or result. This speaks directly to one of the Academy’s four main objectives to gain knowledge, get tools, share experiences and information with individuals and/or organizations with interests in mainstreaming gender equality and identify appropriate strategies for collaboration, and network to use research, networking, and knowledge sharing to assemble appropriate resources on mainstreaming gender equality.

The 2013 Gender Academy was evaluated through both ad-hoc and standardized tools. These included an ad-hoc questionnaire at the end of each learning track; the Centre’s end-of-course questionnaire; an open evaluation session performed in plenary on the last day of the event; and feedback from informal exchanges and interviews. The end-of-course evaluation showed

¹⁴ ITC-ILO. 2014. Final Report – Gender and Organizational Change. Turin: ITC-ICO

¹⁵ ITC-ILO. 2014. Final Report – Gender and Development Effectiveness. Turin: ITC-ICO

¹⁶ ITC-ILO. 2014. Final Report – Gender and Development Effectiveness. Turin: ITC-ICO

achievement of learning objectives was in line with the Centre average (4.1). A follow-up evaluation done indicated that 70.1% of participants said their competencies improved to a large or very large extent (56.1% and 14% respectively).¹⁷ The improved competencies most cited by participants included:

- Identifying problems and providing solutions (64.9%)
- Analyzing (59.6%)
- Networking (52.6%)
- Planning and organizing projects/people (52.6%)
- Training others (49.1%)
- Just over one-third often make use of networking opportunities
- Roughly 50% often or frequently make use of the Gender Academy training materials and documents
- 59.2% have engaged in related training for their own institutions, and 18.4% have conducted related training for other institutions.¹⁸

Despite this having been an open activity with a highly diverse group of participants from different sectors who required equally diverse learning activities, close to one-third of the follow-up respondents indicated that their participation in the Academy had contributed to either a large or very large improvement in their organizations (29.1 and 2.1% respectively). Of the 47 respondents who answered this question, 61.7% cited the impact outside their organization as having been medium to very large (44.7% and 14% respectively).¹⁹ This was possible as the Academy offered diverse thematic tracks and networking opportunities that accommodated and met the needs of the highly diverse constituents and participants. It also represents a strong result.

6. Employers' organizations and women entrepreneurs: How to reach out? This 4-day course was a follow-up from a training workshop held in Turin in November 2011 in partnership with the Dutch Employers' Cooperation Programme. As more funding became available, the course evolved into a global project with the same training provided in five regions followed by a global stocktaking conference to reflect on remaining challenges, next steps on action plans, and to reinforce network building. The other regional workshops took place outside of the time frame for the evaluation period and so were not included in this review. Prior to the specific course evaluated, participants were asked to take part in a survey about the state of play for women entrepreneurs in the Caribbean. This was used to customize the course and help target the specific needs of employers' organizations in this region.

The course objectives for the regional workshop held in Jamaica in 2013 were i) to understand what is the potential of Caribbean women entrepreneurs and the specific obstacles they face in doing business; ii) To learn about good practices of Employers' Organizations in reaching out to women entrepreneurs; iii) To have participants review their own organizations and identify areas for improvement; and iv) To get practical tools, tips and methodologies from experts and

¹⁷ From a sample of 57 respondents in a survey for which there was a 37% overall response rate (59 participants) out of a possible 159.

¹⁸ ITC-ILO. 2014. Follow-up Evaluation: 2013 Gender Academy. Turin: ITC-ILO.

¹⁹ ITC-ILO. 2014. Follow-up Evaluation: 2013 Gender Academy. Turin: ITC-ILO.

peers. The end-of-course evaluation for the achievement of course objectives showed a score of 4.7, significantly above the Centre average.²⁰

Participants also developed individual action plans for their organizations as a part of their course work. Regional colleagues were tasked with following up with each participant on these action plans. Unfortunately, only three participants (18.7%) responded to the 6-month follow-up survey and to the evaluation survey so it is not possible to draw definitive conclusions from their responses. Between this feedback and that received at the follow-up global conference, it appeared that most participants from the Caribbean workshop had not implemented their action plans. However, this was only one indicator the Centre was using to measure success. Others included the building of networking opportunities and that employers' organizations become more cognizant of the services they offered to their female members. From the global follow-up conference, additional results cited by participants were that they were able to extract lessons learned about good practices from other regions and learned how to both do and use infographics, which they have found to be an effective organizational tool.

7. Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya: This training was designed to help participants gain better understanding of value chain development and share and apply this knowledge with partners and other stakeholders within a local context. It took place within the context of the ILO Youth Entrepreneurship Facility project in Kenya that provided a wide range of resources and products for young entrepreneurs. This specific workshop contributed to this project by both expanding participants' knowledge of value chain development and helping them build a network of professional colleagues working in this field. As a part of the course, each participant had to work on a follow-up value chain project and partners reported that all were able to complete this project. The course's gender component was in the groups targeted, the integration of gender throughout the course design, as well as inclusion of a specific gender and value chain development model.

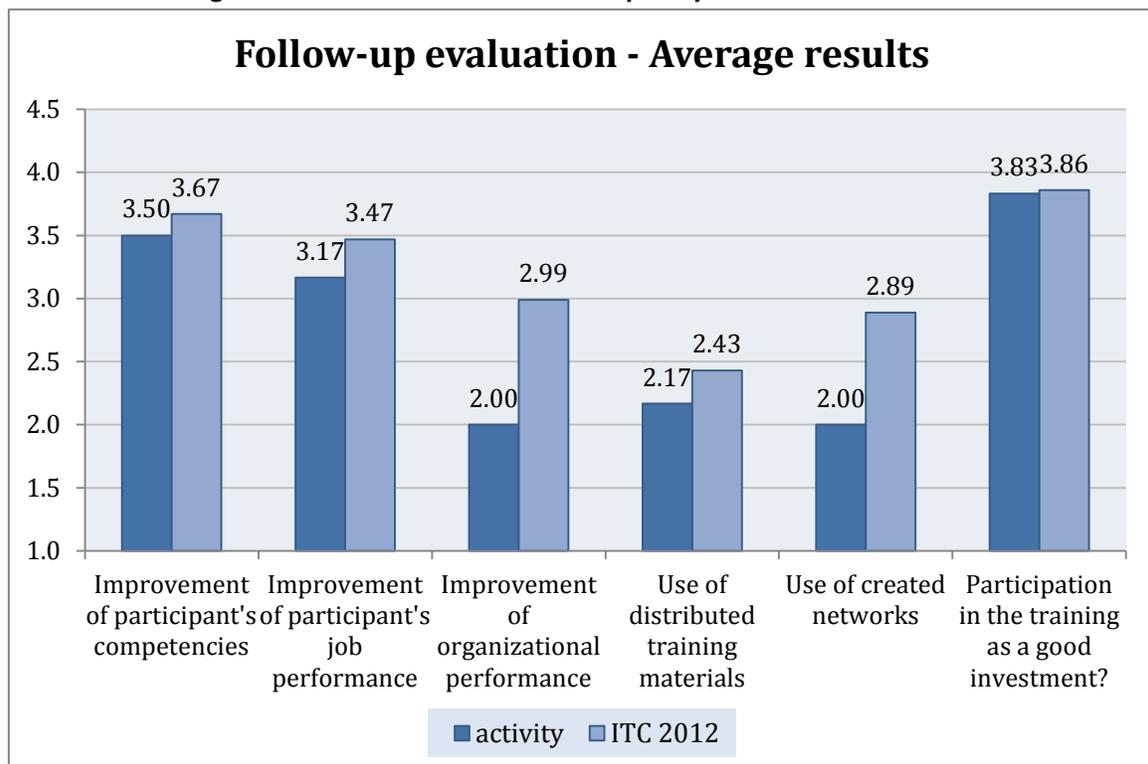
8. Capacity building for trade unions on mainstreaming gender equality and empowering women workers: This course introduced participants to a range of gender equality issues within a trade union context, targeting trade unions in the Middle East. One challenge course organizers/facilitators found was that the structure of trade unions in Middle Eastern countries is very hierarchical and its members/leadership not always open to new ideas. This may be one contributing factor to the fact that the course evaluations showed that the score was 3.79 for achieving course objectives compared to the Centre average of 4.17. In the evaluation survey, one participant noted that the course time frame was not sufficient to learn everything one would need to know about how to mainstream gender and empower women workers within a trade union context as it covers quite a broad area for learning. In the end-of-course evaluations participants did, however, note that they were highly likely to apply what they learned (4.54 out of 5, compared to Centre average of 4.45). This was confirmed to some extent through the evaluation survey responses for this course. There was a 33.3% response rate for this activity (5 out of 14 participants), and all respondents reported multiple results stemming from their participation. Significantly this included an increase in female leadership and membership in

²⁰ ITC-ILO. 2013. Final Report - Employers' organizations and women entrepreneurs: How to reach out? Turin: ITC-ILO.

their respective organizations as well as being able to influence how their organizations address gender and being able to train their colleagues about what they had learned.

9. ILO Participatory gender audit facilitators' certification: A key result for this course is quite immediate as participants have to pass a certification test prior to completing the course. Once certified, to maintain their certification each participant has to conduct an institutional gender audit within three years of having obtained their certification. The end-of-course evaluation for both the face-to-face and on-line components had high scores of 4.69 and 4.64 respectively for having achieved its objectives (compared to the Centre average of 4.18). The Activity Manager indicated that in the years the Centre has offered this course, only three participants have not passed their certification tests. This is in part due to the fact that they are very careful to ensure the participants selected have the capacity for the course. In the one instance when they were asked to make an exception and they did, it turned out to be a struggle for that particular individual. The evaluation also was able to interview one former participant from this course and received very positive feedback regarding what this person learned and was able to apply to their workplace. For the follow-up evaluation for the 2013 offering of this course, 46% of respondents indicated the results outlined in Figure 1 and show a more immediate impact on individual participant competencies and job performance than in organizational performance. This seems appropriate for the time frame as it takes some time to effect change related to gender equality within an institutional context.

Figure 1: Results for 2013 ILO Participatory Gender Audit Course



Source: ITC-ILO. 2014. Follow-up Evaluation for ILO Participatory Gender Audit Course.

10. GENIS Lab project: This project with the INFN is described and analyzed in detail in the case study that follows the report recommendations. However, it should be noted here that this

learning activity included ongoing technical support related to gender equality combined with related staff training for the Institute. This technical support took place within the context of a broader European Union project designed to help female researchers advance in their careers. INFN staff identified key results as including four main areas: i) Increased awareness among professional staff and management of gender differences in male and female researchers' career paths; ii) An institutional analysis and documentation of these differences; and iii) Development of a pilot system to categorize professional competencies for each staff position as a means of promoting a more merit-based form of performance evaluation; and iv) Development of a Tailored Action Plan (TAP) to promote increased gender equality within the Institute that included clear actions, targets, performance indicators and resource requirements.

General Results of Open Courses

Activity Managers indicated they have been getting feedback that the way in which the Centre addresses gender in its courses has also contributed to the Centre's positive reputation. One observed that this reputation could not happen if their courses did not have meaningful results. Anecdotal evidence for these courses has also been positive. The considered opinion of some Activity Managers is that the Centre has achieved a high level of professional quality, but that they are still struggling with quantity (i.e. the numbers of people from ILO's tripartite constituents they are able to reach) with their gender-focused or integrated offerings. Another result of the open courses on gender has been increased referrals to colleagues and Activity Managers have observed a pattern of participants in subsequent course offerings coming from the same organization as past participants. The evaluation survey also found that 24% of respondents indicated they had been referred by a colleague. There has also been a growing demand for customized courses within the gender thematic area, particularly from other UN agencies.

Activity Managers also indicated it is more difficult to measure the results of open courses and that often this is limited to individual feedback they receive from specific participants. Some keep in touch for several years. When the participants do follow-up with Activity Managers, they generally indicate what they have been doing as a result of the course and which specific course tools they used, e.g. established a gender department in the Ministry of Labour.

Factors Contributing to Positive Results

A critical success factor has been prior knowledge of the organizations with which the Centre works. Activity Managers interviewed said they had access to this knowledge/relationship for the closed courses where they worked with ILO constituents on an on-going basis, or through technical cooperation projects where their partners had access to this knowledge. In both contexts, this greatly facilitated Activity Managers being able to tailor the learning activities very specifically to the participants' needs and to have a good sense of participant capacities.

Challenges related to Achieving Results

One Activity Manager has found that it is more difficult to maintain course participants' networks among male participants and that female participants are more likely to keep in touch following course completion. Two observed that sometimes course objectives were overambitious in terms of the amount of content the Centre is trying to cover in a short period of time. This can lead to the courses having very dense agendas. For a couple of courses, there was also limited access to data or case studies that fit the local context. This led course designers to rely on sharing similar international experiences. The Activity Managers, however,

think use of local case studies and examples need to be included as much as possible to make the courses more relevant for participants.

When working with trade unions, one challenge that sometimes arises is that the Centre has limited control over who is selected to participate. The final selection decisions are generally made by union heads who do not always have the same selection criteria in mind as the Centre's Activity Managers. This can also sometimes lead to problems related to participants' capacity. By the same token, however, the persons selected by union heads may be in a position to be more influential with regard to sharing their new skills and knowledge. Another Activity Manager also noted that sometimes the organizations they work with appoint staff to take part who are not particularly interested in the course theme.

Findings Summary: Effectiveness (Question 5)

It should be noted here that the changes/results outlined above were all recorded within a relatively short time frame following learning activities completion. Significant change related to gender often takes years. As such, this high level of results within a year to a year and half of course completion is a strong success indicator. These results can be summarized as follows:

- There is clear evidence the Centre's learning activities that either focus on gender or which integrate gender to a significant degree are helping participants make or influence changes related to gender equality where they work.
- Some of these changes are more immediate (e.g. changes in how the institution addresses gender, training of colleagues and networking). Others, such as increased female participation in leadership and organization membership, appear to take longer to see and this change happens to a lesser degree (except for the course for the trade unions where this was the main result cited).
- Most survey respondents and all partners interviewed saw these as sustainable changes.
- These results have been reported by just over 62% of participants. This represents a fairly high results rate for an adult education course/learning activity and even more so in the area of gender which often requires participants to absorb new ideas and values in addition to specific skills.
- This success rate appears to be in part due to the use of blended course modalities which give participants more time to learn new concepts and ways of thinking and to the Centre's familiarity with its different target groups.
- **Overall, this represents a solid outcome for the Centre's approach to gender through learning activities and one that demonstrates the overall high quality of the Centre courses that fall under the gender thematic area.**
- A remaining area of concern, however, is how to strengthen its course-based activities for the close to 20% of respondents who felt they did not have sufficient skills and knowledge to effect change related to gender equality in their place of work following completion of their training. This may be related to participants' capacity prior to participating in the course.

2.4 Activity Impact Orientation²¹

EQ 10: a) To what extent have the results of the activities been maintained or up-scaled by participants thus far? (evaluation question added by evaluator to those in TORs)
b) How likely is it that the results of the activities will be maintained or up-scaled by the participants?

Of note, is that 74 (93.6%) of the 79 respondents who answered a question about whether the changes outlined in Section 2.4 would be replicated or upscaled in the future felt that they would be. In addition to the specific types of replication or upscaling areas identified in Table 10 below, multiple respondents also gave concrete examples. These included:

- Being able to contribute to discussions at a much higher and wider level of thinking due to the training the respondent had received through the Gender Academy, also supported by the regular newsletter they receive from the Centre.
- One respondent now plans on working with other persons working in the gender area to exchange their experiences and plan joint training and advocacy initiatives to strengthen their approach to gender advocacy.
- Another noted that during the appraisal process at the ILO, appraisers advocate and mainstream gender issues into the project strategy and logical framework of project proposals. They felt this was likely to be replicated in other management tools during the lifespan of the project on which they are working (e.g. in the work plan, implementation plan, M&E plan and evaluations) as well as in future projects as well by project designers in ILO headquarters and field offices (also taking into account that gender equality is part of the mandate of the ILO).
- Encourage colleagues, especially women, to participate in promoting gender equality and to participate in making decisions.

For specific courses the evaluation was able to identify the following examples of replication or upscaling for five learning activities.²² These findings were confirmed through the evaluation survey and interviews with partners and/or Activity Managers,

1. Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya: This training served to ***create a small corps of national professionals who now have expertise in value chain development and are able to offer their services to a wider base of community and other organizations.*** The project was also able to fund two additional related trainings for the same trainees that further deepened their expertise, including regarding how to integrate gender into value chain development approaches. It appeared to directly benefit primarily independent consultants who worked in this field, but indirectly has

²¹ Defined as the strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries.

²² This does not mean there was no upscaling or replication for the other courses, but these examples were what the evaluation was able to document. This is a particular challenge for the open courses under the gender thematic as participants tend to follow up with the ITC-ILO on an individual, ad hoc basis. Therefore the main information for these courses is anecdotal and not in sufficient quantities to be able to make a definitive conclusion or observation.

made this type of training more affordable and accessible at the national level. Formerly, it was necessary to bring in international experts in this field at considerable cost. Stakeholders indicated that this small group of trainees have since been training others but did not have any statistics on how many have been trained as a result.

2. For the **Workshop 1: Gender planning and budgeting in Burundi's budget cycle project**, there was also considerable replication of results. Indeed, ***the upscaling of the GRB training went far beyond expectations*** and the line ministries adapted the training materials from the initial TOT to fit their own contexts. The final tally of participants trained by the TOT facilitators after two years was as follows:

- For civil society and university personnel – 25 participants, with 12 women and 13 men
- Ministry of Finance staff (beyond the TOT) - 33 participants (23 women, 10 men)
- Ministry of Information - 29 participants (26 women, 13 men)
- Local development CSOS – 21 participants
- Ministry of Gender – 20 participants
- Ministry of Public Security in Kayanza - 32 participants (2 women, 30 men)²³

One line ministry also contributed their own financing for their staff to take part in the training.

3. **ILO Participatory Gender Audit Course**: A key objective of this course is teach participants how to conduct this gender auditing method. Participants are required to conduct at least one gender audit using this methodology within three years to maintain their certification. In the first pilot cohort in 2012, out of 16 participants, 11 participants have conducted gender audits. From the 2nd cohort in 2013, of 13 participants, four participants have conducted audits thus far.²⁴ Currently the ILO Geneva – which originally developed this gender audit methodology, tends to contract the services of the Centre's staff to conduct gender audits on behalf of different constituents. It was observed by Centre staff that it might be easier for the course participants to find gender audits to facilitate if they could also be included in the list of certified facilitators for these participatory gender audits.

4. **Capacity building for trade unions on mainstreaming gender equality and empowering women workers**. The main result which participants indicated was being upscaled or replicated for this course (through the evaluation survey) was to increase women's membership in trade unions. In this context, this is a fairly significant form of upscaling.

5. For the **GENIS Lab project** with the INFN, by the end of the four-year project, INFN management had agreed to apply this competency-based form of assessment to all 28 locations where the Institute operates. This represents a very strong result, particularly given the starting point of the INFN as one where its researchers had very little knowledge about institutional gender equality issues.

Findings Summary – Activity Impact Orientation (Question 10)

- It was possible to document sustainable and/or upscaled or replicated results for 50% of the specific learning activities reviewed and for 93.6% of survey participants.

²³ Interview with Activity Manager based on data provided by UN Women Burundi. June 2015.

²⁴ Follow-up data provided by ILSGEN staff.

- The primary ways in which gender-related learning activities have been scaled up, or replicated, are with regards to training of colleagues, influencing changes in how the participant’s organization addresses gender, and the ability to either set up, or participate in, a gender-related network.

2.5 Efficiency of Use of Resources²⁵

EQ 6: a) Have the resources invested into the delivery of the activities been used in the most efficient manner? b) How economically were resources and inputs (funds, expertise, time etc) converted to results? C) Did the results justify the cost?

The evaluation asked participants, Activity Managers and partners if they thought the time and money invested in the courses they attended or organized were an efficient use of their respective resources. From the participants’ perspective, an overwhelming majority of survey respondents indicated that it was, with close to 86% (out of 78 respondents agreeing with this statement (35.9% to a large extent and 50% that it was a highly efficient use of resources). Only 3 of 78 respondents felt it was not efficient at all and another 10% only to some extent.

When asked if there were any alternatives that would have been more efficient, however, 39% (29 out of 74 respondents) said they did think there might be more cost efficient ways of learning similar skills and knowledge related to promoting gender equality. Their main concern appeared to be with the high cost of travelling to Turin.

Activity Managers and partners also had a positive view of learning activity efficiency, but shared a similar observation regarding the training location. Most also commented on the fact that it is more efficient to manage a training course within the context of a project as that way there is more one can do to follow up to further leverage learning activity impact. In addition, the work of identifying participants, logistics and other management arrangements is divided with project partners – allowing for a more efficient use of the time of all concerned. In addition, project partners are often closer to the key target groups and can help identify the optimal participants to maximize training results.

For the course on the “*Linkages between migration, gender and development in Latin America*”, there is an open course available on a similar theme that is inter-regional which could have potentially served as an alternative. However, its focus is sufficiently different that the holding of the Centre-UN Women course was justified as it had a very specific target group while that of inter-regional course was more general in nature. Overall, Activity Managers viewed the blended online and face-to-face course model as being more efficient even though they require more financial and human resources than a course that is only face-to-face. They have found that participation in the online portion of blended courses requires a stronger commitment to learning about the issues covered on the part of the participants. Some Activity Managers therefore thought this training modality has a greater likelihood of contributing to course intermediate and longer-term objectives being achieved. In addition, the interaction between

²⁵ A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to results.

facilitators and participants through the online component of these courses over a more prolonged period gives the facilitators valuable feedback they can use to help shape the face-to-face portion of the course more effectively as well as ensures a greater exchange of experience among the participants. The latter also enhances the learning process as well as strengthens the likelihood that participants will form a network that continues after the course is completed.

One Activity Manager also noted that sometimes one starts out developing a course that turns into a project over time. Their thinking on this situation was that it would be better to design it as a project from the beginning in terms of time and resource efficiencies and not use the ad hoc approach that arises within a shorter funding time frame and modality. They observed that a three-year time span would be more efficient in this regard.

Most of the Activity Managers interviewed considered how their courses/learning activities are funded to be a cost efficiency issue as exemplified by the example above. Another example in this regard cited was that 60% of ILSGEN resources come from participant fees. To remain competitive and ensure participation, it is necessary to limit the course fees. This often makes it difficult for ILSGEN to reach out for additional human resources. In addition, their constituency base is often wider than that of other technical programme areas as they need to provide services to Gender Ministries amongst others and not just Ministries of Labour. There is also a need to ensure that most of their courses serve all regions. The challenge related to efficiency was summarized by one Activity Manager as follows:

“Even if by mandate you have to serve certain regions, etc. and even if you think some services are more needed than another but if this programme does not match the resources available, you have to compromise... so that we are living in a tension between what we have to do and what we can do.”

Several Activity Managers noted that the need to mobilize a lot of resources has meant having to open courses beyond ILO's traditional constituents in order to fill training seats. However, they saw this was a benefit to the ILO's tripartite constituents since it exposed them to new networks and ways of thinking. As such, that provides an argument that this approach in some ways represents a more efficient use of resources.

Findings Summary – Efficiency of Resource Use: Question 6

- The level of both immediate results and extent of upscaled or replicated results represents quite a high rate of return for learning activities and even more so for activities related to the promotion of gender equality.
- The use of blended on-line and face-to-face courses run within the context of a technical cooperation project or with a longer term partner where there are project or partner personnel in the countries where the participants are concentrated was considered to be the most efficient use of learning activity resources.
- For open courses, learning activities that provided cross-fertilization of experiences and sectors across different regions and sectors were also considered to be an efficient use of resources.
- Where the thematic area permits, for targeted courses, holding them in the region or country where the participants are concentrated made the learning activities both more accessible and less expensive and therefore was a more efficient approach.

2.5 Effectiveness of Management Arrangements²⁶

The following section has combined evaluation questions 7 and 9 since there was considerable overlap in the data used to answer these two questions.

EQ 7: Were the roles and responsibilities of Centre officials, including program management, who were responsible for the implementation of the activities clearly defined and understood?

EQ 9: Were the activities coordinated across technical programmes?

The evaluation asked Activity Managers, partners and other stakeholders if their respective roles and responsibilities for the projects/courses on which they collaborated were clearly defined and understood. From an internal perspective, all Activity Managers interviewed reported there was a clear understanding of roles and responsibilities among team members. This was particularly the case for the development of non-ILSGEN courses which called upon ILSGEN staff expertise. Activity Managers saw this collaboration very positively, with one speaking of acting as a team on multiple projects and noting that they were always learning something new about effective ways to integrate gender into different courses.

For courses where there were external partners, there was also very positive feedback about the collaborative experience, with one external key informant noting that “ *Our roles were very clear. So were our interests. The interests precede the roles [and] our respective roles were clearly spelled out in the related project proposal*”. Another Activity Manager observed that her team relied upon the specialized expertise of the partner organization and were very impressed by this person’s expertise. Having access to this expertise was, in fact, the reason they wanted to partner with this particular external partner.

The Centre’s partnership with UN Women was considered quite positively by all concerned. The two organizations have a Memorandum of Understanding (MOU) that clearly outlines which learning activities would be organized jointly. It was also clear how each partner could highlight the other’s strengths and bring their own assets and reputations to help generate a significant result. Activity Managers also highly valued UN Women’s expertise in several learning activities, with two indicating that they would really like to develop a closer relationship with UN Women so that they could benefit further from UN Women’s expertise in the area of women’s economic empowerment.

The Centre’s relationship and collaboration with the ILO’s Gender Equality and Diversity Branch, has ebbed and flowed over the past ten years, with it sometimes being a fairly close relationship and sometimes less active. Much has depended on the relationship with the Director of the Branch. However, what has worked well in the past has been the holding of an annual planning meeting between the ILSGEN Chief and the ILO Gender Equality and Diversity Branch Chief to discuss what each organization has on its agenda for the year and in which areas they could

²⁶ The extent to which management capacities and arrangements put in place supported the achievement of results.

cooperate and support each other. This form of collaboration diminished considerably in the past two years, but is currently being revived..

When the two units have collaborated, the ILO has provided feedback and comments on gender-related course outlines, some experts to give master classes in the Gender Academy, as well as financial support for this event, and assistance in the facilitation of some on-line courses. In the past, the ILO also used to hold its annual inter-regional learning forum in Turin for their Gender Focal Points, Gender Coordinators and Gender Specialists in Turin and the Centre would support this with their trainers and facilities. However, in the last six years the ILO has moved this event to the regions.

The Gender Equality and Diversity Branch is currently managing three regional technical assistance projects through the ILO field offices. Since they are regionally-based, it is up to the field staff to decide whether they will use the services of the Centre for any related training. The challenge is that Turin-based training is perceived to be quite expensive and that there are also higher costs involved in bringing the Centre's staff to the regions to do training. Overall, however, there remain multiple areas where the two units could continue to collaborate closely.

Coordination of Integration of Gender into Other Technical Program Activities

The evaluation survey asked if course flyers etc. included clearly statements regarding course gender objectives or content. While 15.5% of respondents could not remember, 82.2 (74) respondents indicated the gender-related objectives or content were clear in course flyers and outlines in the courses surveyed. The four non-ILSGEN courses selected had a fairly strong gender content. One Activity Manager noted that at first participants thought that gender was only about women but were open to looking at this issue from a different and more inclusive perspective. Activity Managers also indicated a need to introduce gender issues into different themes step-by-step. Over time, some courses offered on an annual or bi-annual basis to ILO constituents are steadily integrating stronger gender content, e.g. gender issues related to social protection, wages and collective bargaining.

Activity Managers and stakeholders interviewed for the non-ILSGEN courses also noted that gender was integrated into their courses in the following ways:

- By expressly targeting female participants from specific ILO constituent groups
- Including explicit modules on gender equality issues related to the course theme
- Including case studies that demonstrated methods for being gender-inclusive e.g. how to make a value chain inclusive of women and youth.

In addition, with one exception where the Activity Manager already had a strong gender background, the non-ILSGEN Activity Managers worked closely with ILSGEN personnel to help work out ways to integrate gender content into their course offerings. The Activity Managers concerned also demonstrated a good understanding of gender equality issues related to their technical areas and a willingness to learn what they did not yet know.

The evaluation also found that the non-ILSGEN courses selected for the evaluation sample represented a range of ILO constituents and technical programmes at the Centre. A review of the titles of the full list of ILSGEN courses and the non-ILSGEN courses that had a gender marker rating of 2 or 3 found that combined they touched on all but one of the Centre's technical programme areas. These included Employers' Activities; Employment Policy and Analysis; Enterprise, Microfinance and Local Development; Workers' Activities; International Labour

Standards and Rights at Work (particularly with regard to decent work), and Sustainable Development. It was not as obvious from the course list titles if the programme of Social Protection, Governance and Tripartism covered this area. However, an interview with one Activity Manager indicated that this programme was also working on integrating gender issues into courses related to social protection.

However, it was not possible with the data available to ascertain if the coordination of gender across all the technical programmes has been done evenly and to the same extent for all programmes. One challenge is that while there is a Gender Focal Point system in place, this is used more to keep Centre GFPs updated about current gender issues and has not been set up to serve as a mechanism for coordinating the integration of gender into specific technical programmes. The Gender Focal Points also do not meet frequently, with formal meetings being held just twice a year.

One Activity Manager also noted that when there is turnover among Centre staff that it can take up to a year to find out who the new personnel are in each technical program area. To some extent, staff turnover can act as a limitation on the degree to which gender is coordinated across all technical programs. This is as Activity Managers indicated that this coordination takes place mainly through the personal professional relationships that develop between ILSGEN Activity Managers and those in the other technical areas as opposed to through formal mechanisms such as Gender Focal Point meetings. Currently the primary ILSGEN Activity Manager responsible for helping coordinate the integration of gender into other technical programmes areas dedicates approximately two full time work months a year to this task.

Activity Managers from other technical areas also indicated that it is widely understood that the Centre is committed to the integration of gender equality as an issue within its programming. The evaluation also found that those interviewed all demonstrated a strong commitment to the promotion of this issue within their work areas. Senior management was also cited as having acted as a leader in this area by several Activity Managers.

Several Activity Managers across the different technical programme areas noted that there used to be a peer review committee in place that included gender equality as a standard review category. It had a fairly loose membership but in general always included someone from ILSGEN, a staff member from the Distance Learning unit on learning methodologies, the Director of Training, with other programmes invited to participate on an ad hoc/interest basis. The activities submitted to the peer review committee were either new activities or those that a particular technical programme area requested be reviewed. This practice was discontinued approximately two years ago, but in the past facilitated both a gender review of new activities and created opportunities for more cooperation and coordination across technical areas. Several Activity Managers indicated that they had found this peer review process extremely useful.

EQ 8: Were the current arrangements for implementing the activities effective?

Table 13: Sufficiency of Information Received Prior to Course Implementation

Sufficient information provided	Male	Female	Grand Total	% of Total
Yes	20	49	69	88.5
No	4	5	9	11.5
Grand Total	24	54	78	100

The majority of participants surveyed indicated they had received sufficient information regarding logistics and course implementation arrangements prior to the course. Overall, the Activity Managers thought course implementation arrangements were well managed. Several also noted that this was particularly the case for blended courses where there was an opportunity to get to know the participants online and exchange with them prior to the face-to-face component. One noted they had encountered a problem with one of their translators not being that reliable and in targeted courses where participants were selected by the partner with course information not being passed onto the prospective partner in a timely way.

One course, *“Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya”* also was able to meet with the participants prior to the course starting to discuss both course implementation arrangements and get a better sense of their backgrounds and capacity. The course partners indicated that this approach had been particularly effective. This was confirmed in the end-of-course evaluation in which the two questions²⁷ related to management arrangements received scores of 4.79 and 4.64. Both these scores were higher than the Centre average of 4.37. In general, Activity Managers noted that courses which took place within the context of technical cooperation projects received additional logistical support from their partners and that their partners often had a more in-depth understanding of the participants’ needs. This was particularly the case for training that took place within the country of the participants as opposed to in Turin.

Survey respondents (87) indicated that they found out about the course in the following ways:

- 34.5 % were invited by their employers
- 32.1% (22) either from the Centre website or a direct invitation from the Centre (6)
- 21.8% from colleagues or friends
- 6.9% through other means (newspaper, CSO website, the Burundi project)

This division shows that while word of mouth referrals are important, the Centre’s own role in advertising the Centre’s course offerings is still a very important factor in the outreach process.

Some courses also made use of social media as a tool to help with learning arrangements as well as to communicate course content. While the majority of the evaluation survey respondents skipped the questions on social media, of the 39 who did respond, SMS was cited as being used the most frequently, followed by Facebook and then Twitter to a very limited extent. One course also used What’s Up. Of these, SMS was used most consistently (i.e. before, during and after the

²⁷ Would you say that the logistics of the activity were well organized?; Would you say that the administrative support/secretariat was efficient?

course) and Twitter not very much. However, 46% of those who responded indicated that social media was not used at any point during their learning activities. Where social media was used, 95% found that Facebook added value; 86% SMS and 80% Twitter.

Activity Managers thought they could make better use of social media in the courses, particularly of SMS. One noted that their unit used to use social media more, but that the staff person whose full time role that was no longer works there and that this position was eliminated. Consequently, they are now trying to fill in the gap with interns. That approach has its limitations as interns can often only stay in place for three months, leading to a degree of lack of continuity and a continuous need to train new interns. The issue is a more a question of the amount of time it takes to use social media systematically for a course (particularly those with online components) as opposed to being a lack of staff expertise. For some aspects of web-based platform management, however, some specialized knowledge is required.

Findings Summary – Effectiveness of Management Arrangements (Questions 7 & 9)

- The Centre generally does a good job of informing participants of logistical arrangements and course content prior to course implementation.
- The Centre does not make systematic use of social media as a tool to enhance learning. Where it does, it is seen to be effective by participants. It also appears to add to the achievement of learning results in the blended course options.
- The Centre has integrated gender into all technical programme areas, but it is not clear how evenly this has been done across the board, with some technical areas appearing to have more integrated courses than others.

2.6 Visions for the Future

The Centre has established a reputation for being a cutting-edge training institute with regard to gender and has developed a core group of courses and learning activities that have helped generate this reputation. Partners, stakeholders and Activity Managers indicated the following potential areas at which the Centre could look to continue this cutting-edge approach while still addressing the priority needs of the ILO constituents include:

1. Addressing discrimination and other issues affecting Lesbian, Gay, Bisexual and Transgender Workers, persons with disabilities and other excluded categories of workers.
2. Gender-related work issues in the UN's Sustainable Development Goals, including violence within the workplace, particularly gender-based violence
3. How to implement the new international labour standard Recommendation (June 2015) related to the transition from the informal to formal economy in a way that is gender-transformative
4. Work on the care economy leading up to the ILO focus on this issue for 2019 (potentially to be done in collaboration with UN Women which works substantially on this issue)
5. Specific issues related to UN System processes such as integrating gender into UNDAFs and reporting on the UN System Wide Action Plan (SWAP) on gender equality (potentially in collaboration with the UN System Staff College)
6. Work on gender and men and masculinities within the workplace and within ILO constituent organizations.

There are multiple ideas the Centre could pursue in the future to build upon the solid body of work in gender-related programming already established as well as address the need for the Centre to be more entrepreneurial due to funding realities. To do this, however, requires some time to be set aside for staff brainstorming and reflection. It will also likely require financial support from external partners. While some Activity Managers indicated that the funding approach for new course development is sometimes a bit ad hoc, the Centre does invest strategically in the development of new products and offerings to promote outreach of its services among women.

3. Conclusions

Relevance

The courses and other learning activities are both relevant and, for the most part, quite effective. They represent a blend of the Centre's more traditional approaches to work with ILO constituents combined with treatment of cutting-edge themes that attract a wider audience or which help ILO constituents apply innovative ways to integrate gender into their work. The way the courses and learning activities have been set up address the commitments made in the *ILO Action Plan for Gender Equality 2010-2015*, the *Centre's Strategic Plan and its Gender Result-Based Action Plan 2012-15* and the corresponding four programmes quite solidly. However, while it is apparent that the Centre is addressing gender within all its technical programme areas, it was not clear from the data available how evenly or to what extent this has been done across all technical programme areas, with some addressing the issue quite extensively and others to a more limited degree. This area of assessment therefore needs further exploration and review.

The Centre's learning activities related to gender equality are reaching all ILO's constituents as well as a growing group of CSOs, academics and other UN agencies. Interaction among this wider audience is beneficial for all the sectors concerned. The Centre has also been successful in achieving high rates of female participation in its gender-focused or integrated courses, but not in increasing these rates of participation in all of the Centre's other learning activities. It has a high rate (relatively speaking) of male participation in most but not all gender-related courses. There may thus be a need for additional outreach to ensure that men are adequately represented in some specific courses. It also appears that the Centre is not reaching people with disabilities to the degree in which they are represented in the population or labour force.

Learning Activity Results and Effectiveness

The overall results arising from the Centre's approach to gender within its learning activities have been quite positive and significant in multiple areas for all ILO constituents, with 62.1% of evaluation survey respondents indicating concrete results. Many of these they believe to be sustainable and provided concrete evidence that this was the case. It was also possible to document that at least half of the evaluation learning activity sample had generated results that have already been replicated or scaled up despite these courses or learning activities only having been completed within the past year and a half. This also represents a significant outcome.

The level of both immediate results and extent of upscaled or replicated results also represents quite a high rate of return for learning activities - even more so for activities related to the

promotion of gender equality which typically require a long time to effect visible and significant change. The most cost efficient learning modality combines on-line and face-to-face courses run within the context of a technical cooperation project or with a longer-term partner. This is particularly the case where there are project or partner personnel in the countries where the participants are concentrated. Where possible, it was also cost efficient to hold courses in the country or region of the target audience.

Validity of Activity Design

Learning activities are generally well designed from a logic perspective but sometimes try to include too much material in a short time period. With this exception, course learning objectives are realistic. This is reflected consistently in the high level of post-course results as well as in the end-of-course evaluations.

The course evaluations allow for a consistent comparison of course and learning quality across the board, but not for the documentation or tracking of specific course results. They can only accurately track course results to a limited degree (i.e. did the course achieve its objectives) as questions about future results can only be speculative in nature. Some final reports for courses are also incomplete and do not include the results of end-of-course evaluations or an analysis of the strengths and weaknesses of the course. The follow-up evaluations are also not conducted systematically across the board (it was not clear if there are the resources to do this). While course participants found the course evaluations to be an effective means of measuring results, Activity Managers find the gender question to be unclear. As a result, it generates rather mixed results which Activity Managers do not think necessarily reflect the actual treatment of gender within course material.

Follow-up evaluations are generally well designed (although a bit generic in nature) but are not conducted systematically for all courses. This limits the degree to which the Centre can document and track longer-term results. This also limits the degree to which Activity Managers are aware of, or are able to track, post-course results and use these to strengthen future programming or provide additional technical support to past participants.

Efficiency of Use of Resources

The level of both immediate results and extent of upscaled or replicated results represents quite a high rate of return for learning activities and even more so for activities related to the promotion of gender equality. Overall, the use of blended on-line and face-to-face courses run within the context of a technical cooperation project or with a longer-term partner where there are project or partner personnel in the countries where the participants are concentrated was the most efficient use of learning activity resources. Where the thematic area permits, for targeted courses, holding them in the region or country where the participants are concentrated made the learning activities both more accessible and less expensive and therefore was a more efficient approach.

Management Arrangements

While the Centre has integrated gender into all technical programme areas, it is not clear how evenly this has been done across the board, with some technical areas appearing to have more gender-integrated courses than others. There is also no longer any formal system in place to ensure that this gender integration takes place. The Network of Gender Focal Points is not set up to fulfil this function, but rather to discuss new trends within gender equality and the Centre

could benefit from the reinstatement of its peer review process or other kind of cross programme review system which could be used as a tool to ensure a more systematic integration of gender into other technical programme areas.

Summary

The Centre generally does a good job of informing participants of logistical arrangements and course content prior to course implementation and has effective management arrangements in place. However, it does not make systematic use of social media as a tool to enhance learning. Where it does, it is seen to be effective by participants and appears to add to the achievement of learning results in the blended course options.

To sum up the Centre's approach to the gender equality thematic area is serving ILO constituents well, has done a good job of attracting the participation and experience of other sectors, and is generating a high level of both immediate and longer-term results. Outstanding concerns are that Activity Managers do not yet have access to a systematic means for tracking course or learning activity results and that there still remains a significant minority of course participants who do not feel they can apply the skills and knowledge they learned related to gender effectively. Overall, however, the Centre's reputation as a cutting-edge training institution with regard to gender is merited and its overall approach to this thematic area is highly relevant and well implemented.

3.2 Lessons Learned

The key lessons learned from the evaluation findings are as follows:

1. To maintain relevance within the gender equality area while still being cost effective, the Centre needs to continue to reach out to groups and sectors beyond the traditional ILO tripartite constituents. Indeed, the inclusion of these other groups and sectors as target audiences is serving to provide ILO constituents with increased learning and opportunities by exposing them to more diverse gender networks and shared experiences at a national, regional and global level.
2. Strategic partnerships such as those with UN Women not only expand the reach of the Centre's learning activities but also often serve to reinforce course results and are generally a cost effective way to deliver training. They allow for greater access to specialized expertise and a diverse target audience as well as a sharing of the workload .
3. The success of the technical support approach used with the GENIS Lab project showcased the effectiveness of a longer-term approach where much of the learning takes place outside of the classroom in an applied learning setting. It also demonstrated the strength of the ILO Participatory Gender Audit methodology. Funding permitting, it would be worth the Centre exploring where else they might apply this kind of learning approach.
4. End-of-course and follow-up evaluations are insufficient tools to track the significant and very concrete results of the Centre's learning activities related to gender equality. It

may be that a greater use of social media to help establish and maintain networking among course participants could serve to both reinforce results stemming from learning as well as provide a more systematic conduit for Activity Managers to obtain feedback about course results in the intermediate and longer term.

5. To coordinate the integration of gender equality across all technical programmes in a systematic way requires a formal mechanism to do so as opposed to relying primarily on the interest of individual Activity Managers and goodwill and availability of inputs from ILSGEN staff.
6. Although blended courses are more expensive since they are longer in length and require additional resources to develop and deliver, they appear to be more cost effective as they attract more committed learners and provide more opportunities to interact with participants. Both these factors increase the likelihood of the blended gender-focussed or integrated courses offered having significant results following course completion.

4. Recommendations

Based on the evaluation findings, the evaluation recommends the following actions to address gaps identified in each evaluation category.

A. Activity Relevance and Outreach

1. The Centre should set and track concrete targets for male participation in gender-focused courses or learning activities.
2. The Centre should add a category in its application forms and course evaluations to allow participants to self-identify as having a disability, being from an ethnic or other minority, and by age. This would allow the Centre to track if the degree of their participation in the Centre's learning activities is proportionate to their representation in the population or among constituents so that if it is not, additional outreach to these groups can be added.
3. Future progress reports should include an analysis of female participation rates by technical programme area and not just as a Centre average. This will help the Centre determine if it is actually meeting its female participation targets in each area.

B. Validity of Course Design

4. The Centre could consider revising its end-of-course evaluations to include a question or questions on specific results tailored for each course or learning activity.
5. The question on gender needs to be revised for greater clarity. One possibility is to divide the question into two, e.g. "How well did the course address the specific needs of both women and men within the course's sector or theme?" and "To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?" A variation on this latter question should also be included in the follow-up evaluation format.
6. Final reports on courses should always include the end-of-course evaluation results and a response and analysis of these results.

7. To the extent that the Centre budget and staff time permits, it should increase the number of follow-up evaluations conducted so that this is done more systematically for each technical programme area.

C. Effectiveness

8. There is a need for Activity Managers to review each gender-focused or integrated course to determine how to increase the number/percentage of participants who feel they have sufficient skills, confidence and knowledge following course completion to be able to apply these to affect positive change related to gender equality within the organization or sector in which they work. The actions needed may be different for each course that is the reason there is a need for a course-by-course review.
9. The Centre should find ways to showcase the success and results of their gender-focused and integrated courses and learning activities in public fora and among its constituents to both provide recognition of the high quality work its staff are doing and as a means to promote increased participation in the Centre's related course offerings in the future.

D. Activity Impact Orientation

10. The Centre should consider if it is possible to make greater use of social media as a means for Activity Managers to track the longer-term gender impact of its courses more systematically. Social media could also be used to help facilitate networks among course participants since this will also reinforce course results. This will also depend upon the resources available, but it may be possible to establish a partnership with the private sector as a potential donor to provide these services for some courses.

E. Efficiency of Use of Resources

11. The Centre should consider reinstating the course/learning activity peer review system to both enhance a systematic review of gender integration across all technical areas as well as foster increased communication across technical program areas regarding on what projects and courses each area is working. An alternative is to review the Gender Focal Point Network to enable it to take on this gender integration role. That, however, would require that additional resources be allocated to support the increased coordination of this network by ILSGEN.

Case Study

Technical Support for Gender Mainstreaming to the GENIS Lab Project: the case of the Institute of Nuclear Physics

The ILSGEN Unit of the ITC-ILO (Centre) provided ongoing technical assistance and support to GENIS LAB project funded by the European Commission (www.genislab-fp7.eu). This project worked on overcoming factors that limit the participation of women in research and sought to implement structural changes to achieve this end. The project worked with six scientific organizations operating within the European Union. These included:

- CSIC - (Spanish Higher Council for Scientific Research)
- Institute for Polymer Science and Technology, Spain
- Leibniz Institute of Polymer Research (IPF) - Dresden, Germany
- Faculty of Technology and Metallurgy (FTM UB) - University of Belgrade, Serbia;
- National Institute of Chemistry (NIC), Slovenia
- Blekinge Institute of Technology (BTH), Sweden.
- National Institute for Nuclear Physics (INFN), Italy

The project ran for four years from 2011 to 2014. In addition to the Centre two other technical partners provided support to the scientific institutions involved: Foundation Giacomo Brodolini, and the Association of Women and Science. The Centre had technical leadership for the first phase of the project. The objectives of the project were to:

1. Improve women researchers' working conditions
2. Improve women researchers' career opportunities in research organizations
3. Improve the organizational climate – workplace, acting on organizational culture, to fight against negative stereotypes within the research organization
4. Contribute to the creation of a culture, in which both women and men experience that their individual interests and intellectual assets are taken into consideration and acknowledged as qualitative values in the institution's development.

This case study provides an overview and analysis of the work the Centre with INFN did through its ILSGEN Unit under the auspices of the GENIS Lab project. Within the INFN the project was coordinated through its Training Department. The methodology used for this case study was to conduct a series of in-depth key informant interviews with key INFN personnel involved in the project. This included a group interview with the Project Committee responsible for the project's implementation as well as follow-up interviews with some Committee members, plus interviews with INFN senior management. The evaluation interviewed a total of seven persons over a two day period in late June 2015. The INFN also provided the evaluation with extensive documentation on the GENIS lab process, activities and results for review.

INFN

The INFN is a scientific research organization that is:

“dedicated to the study of the fundamental constituents of matter, and conducts theoretical and experimental research in the fields of sub-nuclear, nuclear, and astro-

particle physics. Fundamental research in these areas requires the use of cutting-edge technologies and instrumentation, which the INFN develops both in its own laboratories and in collaboration with the world of industry. These activities are conducted in close collaboration with the international scientific community.” (ITC-ILO: 2011: p 7)

The Institute has four laboratories with a large physical and equipment infrastructure and equipment that is spread out across 20+ Divisions²⁸ and in 28 locations. Many of these are located in the Department of Physics in universities across Italy. Its head office is in Frascati, a small town 30 minutes from Rome that hosts several different and quite renowned research organizations. The Institute has approximately 2100 staff. It is governed mainly through a Council of Directors that includes the President, Executive Board, Directors of the four national laboratories and 20 divisions and representatives from other institutions.

Context: Women and Science in Europe

ITC-ILO’s 2011 report on the Gender-Based Organizational Assessment of the INFN observes that women’s academic careers across the EU region are still characterized by considerable vertical segregation in all disciplines. In particular, while the proportion of female students (55%) and graduates (59%) exceed that of male students, at the PhD level their representation falls significantly to 48% of the student body and just 45% of PhD graduates. Women also represent only 44% of grade C academic staff, 36% of grade B academic staff and 18% of grade A academic staff (grade levels referring to the types of contracts they hold and tenured positions within academic institutions). These gaps are even more pronounced in the scientific research area.²⁹

The 2011 report also noted that some common reasons for this include the relatively late entry of women in a number of scientific fields, including Physics; and that women either drop out of the scientific research area during their reproductive years or have longer career breaks than men due to child-bearing. This has an immediate impact on their scientific productivity, particularly given that much initial scientific innovation takes place prior to the age of 30. These explanations focus on external societal reasons that help reduce the competitiveness of some women within the science arena. However, the report also notes that measures to address these underlying causes, such as increasing access to childcare, have not been sufficient to counterbalance women’s loss of productivity during maternity leave. Additional studies in the region have found that:

1. Despite growing female educational attainments over the last 30 years, women continue to be under-represented at higher levels of research and academic careers.
2. While women researchers are equally competent, committed and ready to “take risks” as their male colleagues, they still have a lower probability to attain more senior positions.
3. Even women researchers with dramatically low fertility rates tend to have a “slower” career progression than men, even when they do not take longer career breaks for family or other reasons than their male peers.³⁰

²⁸ The number of divisions is somewhat fluid depending upon funding availability.

²⁹ GENIS Lab. 2011. INFN Trieste Report – Gender-Based Organizational Assessment. Turin: ITC-ILO. P. 5-6

³⁰ ITC-ILO. 2011. GENIS Lab/INFN Trieste Report – Gender-Based Organizational Assessment. Turin: ITC-ILO. P. 5-6

What both the Centre report and interviews with INFN personnel noted is that another cause of the problem is unintentional bias within the evaluation culture in scientific institutions. While the science world is supposed to be based on merit and research achievements, it is also a highly competitive environment in which to work. Key factors for success include being able to work long hours, travel abroad on a regular basis, sacrifice family time, and work under precarious working arrangements.³¹ In addition, from a sociological perspective there is a tendency for existing decision-makers (in this case predominantly senior males) to reward and select those most like themselves (i.e., other older males) without being at all aware that there might be a bias in their selection process.³² The Centre report notes that,

“informal working practices and networks, unspoken assumptions and internal cultural biases can make scientific research “unfriendly” to women, as they tend to replicate existing power relations in an historically male dominated environment.” (GENIS Lab: 2011, p. 7)

The INFN Process and History

Given this context, INFN considers gender and equal opportunity to be important issues. One member of the INFN GENIS Lab committee is a female high energy theoretical physicist of long standing. She is also a member of the Women and Science Association. The President of this Association asked if the INFN would like to participate in the EU-funded project. The physicist in question contacted four to five other INFN professional staff she thought might be interested in this possibility. This group was subsequently able to convince INFN’s top management to sign an agreement for the INFN to participate in the project.

Initially the project was discussed and managed through INFN’s Gender Equality Committee (coordinated by INFN’s Director of Training who also served as the Institute’s GENIS Lab coordinator). At the end of 2011 the Italian Government revised its law governing institutional Equal Opportunity Committees (CUG)³³ to expand their mandate from gender equality to include a broader range of equal opportunity and diversity issues. This increased the committee within INFN to 20 members, including union representatives. This increased size made the CUG an unwieldy body in which to develop new ideas and activities and make decisions on related issues. As one INFN staff member put it, “there were 20 members and 21 ideas”. As a result, the initial group that had introduced the GENIS Lab project to INFN decided to work on its own in a much smaller Project Committee and received authority to do so from senior management.

This Project Committee was headed by INFN’s Director of Training and consisted of an additional three members, the aforementioned high energy theoretical physicist, a work psychologist, and an experimental physicist who also serves as the Training Educational Transfer Manager for the Frascati Labs. As a part of their modus operandi they made a point of informing the Institute’s Executive Committee of every step they took and progress made. This helped involve senior management throughout the project’s implementation. In addition, one Executive Committee

³¹ GENIS Lab. 2011. INFN Trieste Report – Gender-Based Organizational Assessment. Turin: ITC-ILO. P. 7.

³² Interviews, INFN research and HR staff. Frascati, June 29-30, 2015.

³³ Comitato Unico di Garanzia

Board member had the overall responsibility for supervising the GENIS Lab project within INFN. This served to give the project committee a voice at a very senior level.

The GENIS Lab project had three main areas of activity: gender budgeting, Human Resource issues, and organizational stereotypes and gender equality issues. Each activity area was led by one of the project's three technical partners. The Centre led the assessment of Human Resources Management, although of necessity there was some overlap in this process with the other two areas at the analytical level.

GENIS Lab's first major action was to conduct a Participatory Gender Audit (PGA) during the first nine months of the project for all six research institutions. Through the EU project INFN was able to share its report and experience with the other five research institutions as well as learn from their experiences, all using the same PGA methodology. Once completed, the PGA report served to underline INFN's strengths and weaknesses with regard to career advancement for women scientists as well as other gender issues affecting staff. It also included recommendations to address the key problems identified.

Based on PGA results the Project Committee, with the support of a gender specialist and technical advisor from the Centre, were able to convince the Human Resources Director and INFN's senior management to pilot the development of a competency-based job assessment system. The aim was to move to a more merit-based process that would help reduce or eliminate unintentional bias within INFN's evaluation system. By the time the project ended, INFN's top management had agreed to apply the competency-based job assessment system in all 28 locations.

The Committee also used the PGA recommendations, the insights they gained from the PGA process and their own knowledge of INFN's institutional culture to develop a self-reported action plan with clear targets, activities, timelines for implementation, performance indicators and the resources required for their implementation. The INFN refers to this action plan as a Tailored Action Plan (TAP). The TAP was set up to combine a systemic approach for taking specific actions on each dimension of the project. The Centre's technical advisor helped the Project Committee apply different approaches and tools to refine and develop the best alternatives for related actions for the Institute. She also provided considerable technical support in the drafting of the TAP, which the Project Committee described as a very complex and challenging process that required a considerable expenditure of resources.

In addition, the GENIS Lab project organized two courses on Change management and Gender Balance. These were offered at the national level for staff from all six research institutes involved in the project. These training courses were co-facilitated by the Centre's technical advisor. The Centre's technical advisor/activity manager also facilitated training on change management using a competency-based staff assessment system that staff from Frascati and other INFN sections and laboratories attended. Senior management reported that both these trainings were very important in terms of increasing staff awareness and skills levels related to institutional gender mainstreaming and competency-based staff assessment systems.

The Participatory Gender Audit Process with INFN

The PGA organized as one of the first steps to support the INFN through the GENIS Lab project

was based on ILO's well-established institutional gender audit methodology. The INFN decided to conduct its PGA using a representative sampling method. It selected its Trieste location for this purpose as it was representative of the organization as whole. This is as it included personnel from all staff categories, with 49 permanent and 5 non-permanent staff and approximately 215 associated staff from the Trieste University Department of Physics, and other related research institutions.³⁴ Its Director was also quite supportive of the PGA process.³⁵

PGA findings were collected through:

- A preparatory phase, where ITC/ILO and FGB visited the INFN Frascati Headquarters to collect data and discuss modalities of implementation. (21 March 2011)
- A desk review of selected documents and statistical data (see list in Annex)
- An on-line survey disseminated among Trieste staff, which included responses from 44 INFN staff and 22 University associates (16 women and 49 men + one non declared).
- A field visit to Trieste from 28 to 31 March, 2011 where INFN staff were engaged in 24 confidential individual interviews and 2 participatory workshops.³⁶

Situation of Women Scientists within the INFN

The INFN's 2013 Integrated Tailored Action Plan on gender equality summarizes the situation for women scientists and other female staff which the PGA. A slightly modified excerpt from the TAP follows and summarizes the PGA's key findings. It is presented below in considerable detail to document both what PGA was able to bring to INFN in terms of additional knowledge about how their institution operates from a gender perspective and to provide a basis of comparison for the changes which followed this assessment.

Women's Representation in INFN

1. In 2011, women represented about 24% of all INFN staff holding permanent contracts. The percentage lowered to 15% in scientific, technological and technical positions.
2. Women's presence in governing bodies and other decision making positions was also quite low: with no women represented at the Executive Board level³⁷ and the Council of Directors having only 3 women out of 31 members (10%). These included two Directors of Section and one Director of Laboratory (out of 20 Sections and 4 National Laboratories).
3. The Italian Ministry of Research and Education had reported that over the last 20 years women have consistently represented 30% or more of those who have completed a PhD in Physics in Italy. A review of recruitment and career trends over the years 2003 - 2010 made by INFN's Equal Opportunity Committee found that within INFN:
 - a. There has been a decrease in recruitment of women researchers in indeterminate positions. While this trend needed to be considered within the context of there having been a dramatic decrease in new positions overall, this decrease was less dramatic for male researchers. There was, however, a relative improvement in 2010, when 37 new

³⁴ GENIS Lab. 2011. INFN Trieste Report – Gender-Based Organizational Assessment. Turin: ITC-ILO. P. 13.

³⁵ GENIS Lab. 2011. INFN Trieste Report – Gender-Based Organizational Assessment. Turin: ITC-ILO. P. 7

³⁶ GENIS Lab. 2011. INFN Trieste Report – Gender-Based Organizational Assessment. Turin: ITC-ILO. P. 4

³⁷ Currently one woman is now represented in the INFN Board (Giunta Esecutiva) and serves as Vice President.

- positions opened at national level through a public competitive process, with women representing 10 of 37 new recruits (27%) and 26% of eligible applicants.
- b. An improvement in the “disparity index” (no. of men/no. of women) among Heads of Research (from 13 to 8 males for each female Head of Research). This still brought the total to just 14 female Heads of Research out of 116 at the national level.
 - c. Gender disparities are more pronounced among younger age groups and among permanent staff, with women comprising only 21.8% of researchers in the age range 35-39; 19% of those between 40-44; and 24.8% of those between 45-50.
 - d. Young researchers of both sexes remain concentrated in non-permanent positions, and women make up 29% the researchers holding non-permanent positions.
 - e. Women have lower probabilities for career advancement and require longer time frames to advance, e.g., a 45-year old woman has half the chance of being promoted to Head of Research than a male colleague of the same age.³⁸

The TAP also noted the following breakdown of male/female within INFN’s professional categories of work:

- a. Among technologists (engineers, IT specialists, lawyers) women represented four of 33 positions.
- b. 5.4% of technicians were women
- c. In administration and general management 82.7% of the positions were held by women but they were rarely in decision making positions
- d. Four out of seven prizes for best doctoral thesis in 2010 were awarded to female scientists.³⁹

The PGA’s other key findings with INFN were that:

Gender Equality Policies and Structures

- Under Italian law the INFN had to establish a bipartite Equality Committee. There is also an external equal opportunity advisor.
- INFN has a Code of Conduct and a formally approved “Equal Opportunity Plan”. However, many staff were not familiar with these mechanisms.
- At the time of the audit the Plan had no measurable targets nor accountability mechanisms. However, it had helped contribute to implementation of diverse training, data collection and analysis and sensitization activities.
- Given INFN’s large size and decentralised organization the Equal Opportunity Committee finds it hard to be visible among the majority of staff – despite the fact that Committee members are drawn from INFN’s different Labs and Sections, and professional categories.
- Statutory requirements for female quotas in evaluation committees for public competitions exist, when strictly required by law. Discussions are ongoing between the Equal Opportunity Committee and the Executive Committee to try and extend this provision beyond the legal requirements (e.g. to all committees).⁴⁰

Organisational Culture

³⁸ INFN. 2013. Integrated Tailored Action Plan. Frascati: INFN. P. 4.

³⁹ INFN. 2013. Integrated Tailored Action Plan. Frascati: INFN. P. 4.

⁴⁰ Excerpt adapted from: INFN. 2013. Integrated Tailored Action Plan. Frascati: INFN. P. 5.

- At the organisational level INFN did not seem to take an institutional proactive stand on the importance of equality for the achievement of its organisational mission.
- There was a low level of individual knowledge of existing policies, institutional mechanisms and tools on equality and sexual harassment.
- While no prejudices about women’s technical abilities were recorded, opinions were more nuanced on what is expected from women and men when they attain leadership positions, with leadership often being unconsciously related to male behaviours and symbols. Women as leaders also tended to be judged as “women AND leaders” as if this was an inherent dichotomy while this perception was not the case for men.
- There are possible contradictions between the growing need for collaborative behaviours and methods (particularly in large international research projects), and the need to compete to have successful careers in nuclear physics research.
- INFN staff often described scientific research as the “domain of meritocracy” and as being “gender-neutral”. However PGA discussions would often lead respondents to conclude or remark that the “theory” does not always translate in actual practice, with the apparent neutrality of science being socially “conditioned” by human factors and that this was where gender bias could inadvertently occur.
- There is a consistent use of masculine gender terminology throughout all INFN documents at both the National and Section levels. This was perceived to express neutrality.
- The Trieste University has a specific policy to attract more young people and young girls into Physics. However, no specific thought had been given as to how to retain them and ensure they have a satisfactory careers.⁴¹

Human Resource Procedures and Policies

- Existing Human Resource procedures were rated as being sufficiently transparent and free from gender bias. However the Institute’s actual capacity to translate the principle of equality into practice was rated as barely sufficient by the majority of the staff who replied to the PGA.s on-line survey.
- The INFN has officially adopted the EU Charter for Researchers and Minerva Code. The latter was introduced as part of INFN’s new Staff Regulations but the Institute is currently awaiting formal approval of these by the relevant Ministries. When approved, this would mean that, for example, it would be required to publish CVs of evaluation committee members and all candidates.
- INFN projects are normally large-scale and involve management of large international teams. However, no specific measures were in place to support the development of specific team management/conflict management skills. Instead the focus is solely on research skills.
- INFN staff have not yet engaged in a discussion on the potential biases involved in evaluation of excellence/performance and the obstacles to gender equality hidden in the accepted social representation of science. Many researchers and other staff noted, however, that traditional gender roles and cultural biases seem to influence women’s careers fairly strongly.
- Internal performance evaluation is perceived as a rather mechanical exercise since professional profiles were not competency based.⁴²

⁴¹ Excerpt adapted from: INFN. 2013. Integrated Tailored Action Plan. Frascati: INFN. P. 5.

⁴² Excerpt adapted from: INFN. 2013. Integrated Tailored Action Plan. Frascati: INFN. P. 5.

Work–life balance

- INFN has set up measures to support employees with children at a decentralised level and uses a central monitoring system exists to measure user satisfaction. However, no measures are in place to support dual career couples or to promote the idea that childcare is not only a women’s issue. Consequently, the main beneficiaries of these services appear to have been women in administrative positions. Young female researchers expressed the feeling of still having to choose between having children and a scientific career.
- In addition, extrapolating from the staff experience in Trieste, it would appear that working conditions, the work culture in INFN, and times/location of local childcare infrastructure all made it difficult for researchers to reconcile research with family life, with women being the ones who most frequently have to make a choice between family and career.⁴³

Additional Gender Equality Issues Identified

Given high competition levels competition within scientific research, the Committee observed there is not much collaboration among some women scientists and that they are very competitive, especially at the top levels. Those who do well have fewer children. This is not the case for whom having a family often appears to help their careers. The Committee was able track this pattern on a statistical basis. It also became clear that for women researchers to succeed they had to have a supportive spouse, and if their spouse was also a researcher who understood the career demands of scientific research that was even better.

Committee members also noted the scientific community has an evaluation culture that affects research funding and people’s careers significantly. Most stereotypes that influence this evaluation culture are unintentional. Where this has been particularly important has been in peer reviews of research proposals and work. They observed that peer review is a form of democratic process and needs to be based on a clear concept of what constitutes excellence. The experience of the Committee members has been that the less transparent this definition is, the more likely men are to be chosen over women. For example, recommendation letters tend to praise men more than those for women, e.g., being more likely to cite men as geniuses.

In addition, men have greater access to informal decision-making processes where some of these selection decisions are made. Other factors at play include a recent practice adopted in the peer review system to use the number of publication citations as an achievement indicator. The Committee noted that some research groups cite each other regularly and that if you take part in a research group that has power, then your work will be cited. It is difficult, however, to gain entry to these research groups, particularly for women scientists. This further limits their ability to gain points within the citation indicator category.

Through the gender budgeting exercise the INFN did through the GENIS Lab project, the INFN also found that research groups with the least number of women spent the largest amount of the Institute’s budget. The funds spent also correlated to the type of experiments being conducted, with women applying for smaller grants that require less equipment. There are also few women working in theoretical physics, with more women concentrated in nuclear experimental physics as opposed to fundamental high energy particle physics. The latter

⁴³ Excerpt adapted from: INFN. 2013. Integrated Tailored Action Plan. Frascati: INFN. P. 6.

requires more equipment and money to support related experiments. The Committee also documented that women represented just 6% of national research leaders, and 18% of local leaders although women researchers at the INFN represent 22% of the Institute's researchers.

One Committee member also observed that there is a problem of power and the relationship of women within power structures. There is a general perception that women do not want to have power but rather prefer to take a caring role and "just want to do their jobs". They are not perceived as having the same ambition as men – even though this is not the case for many women scientists. For some, however, this is a reality and may have much to do with how girls and boys are raised and societal expectations of their respective gender roles. It was also noted that women tend to have more innovative approaches to research that are more holistic in nature and that these approaches are not always given the same credence as more traditional, linear research approaches commonly used by male researchers.

Competency-Based Job Assessment System Pilot

The Project Committee, with the technical advice of the Centre advisor decided that the most effective way to address some of the key issues identified through the PGA process was to pilot the development of a competency-based job assessment system in two INFN locations, Frascati and Trieste. The idea was to develop an institutional and systematic means of shifting to a more merit based assessment and job ratings system. The first step in this process was for the Committee to study how this was being done in the nuclear physics facility in Cern, Switzerland. The Director of that facility is a female Italian physicist who had formerly worked at the INFN, which also provided a strong role model for GENIS Lab project. Committee members went to Cern and interviewed management and HR personnel there with the assistance of the Centre advisor. Based on this feedback and additional input from the Centre on how to organize and analyze this information, the Committee developed a draft competency model for the INFN that could be used at all recruitment and job levels. The challenge was how to adapt the Cern Competency Model which had been designed for an organization with a much simpler structure to meet the needs of the INFN which encompasses four laboratories and 20+ sections and where, given the university linkages, not all recruitment management is under INFN's control.

The Committee decided to base the competency model on three areas: i) Core values; ii) Behavioural skills; and iii) Technical skills, using a self-assessment process to start. It took two months for them to construct the related self-assessment questionnaire. They used this questionnaire to interview staff in the two locations. They found there was some internal resistance initially as some staff were afraid this system would be used as a performance evaluation system. However, they were able to overcome this misperception and, despite the fact that participation was on a voluntary basis, there was an overall participation rate of 50%. To assist with this process, the Centre advisor came for a week to work with focus groups and interview INFN's top management.

Other GENIS Lab Project Results

"I learned that structural change is very important as only structural change can change the reality and practice." (Project Committee member)

Others to which INFN staff at different levels indicated that the GENIS Lab project contributed include the following:

Figure 2: Types of Gender-Related Changes to Which the GENIS Lab Project Contributed

<p style="text-align: center;">Awareness:</p> <ul style="list-style-type: none"> • There is increased knowledge about where gender inequalities are within the INFN, e.g., inequities in salary for women and men with the same levels of education and a need to address this through the collective framework. • INFN staff have learned that a budget is not neutral as how it is allocated shows how an institution distributes power. • Increased awareness among staff of what their real skills are, particularly with regard to their technical competencies but also an increased understanding of what are soft skills and their importance. 	<p style="text-align: center;">Access to resources/opportunities:</p> <ul style="list-style-type: none"> • On a very small Executive Committee for the first time there is a woman present. This has helped to bring renewed attention to the need to have women’s representation on diverse committees. • There is also now a woman in charge of an INFN laboratory. • There is now a database of staff competencies INFN can use to identify staff to provide training in specific areas of expertise to support the Institute’s proactive approach to training at both the internal and external levels.
<p style="text-align: center;">Cultural norms:</p> <ul style="list-style-type: none"> • The notion of equal opportunity is now more widely accepted among staff, especially among top management. • There is less separation between staff and management and a greater sense of access to management by staff. • Human Resources was formerly viewed as an administrative function but can now become an important instrument for positive change within the INFN by making competencies more transparent and gender-friendly. 	<p style="text-align: center;">Policy and institutional change:</p> <ul style="list-style-type: none"> • The INFN has a tool to start a new way to manage people in a more objective way for both women and men. • There is an Action Plan in place with clear targets, activities outlined to achieve the stated results and performance indicators to measure their success. • In the 2015 provisional budget, the Project Committee has asked for funding to be divided more evenly between female/male scientists. This decision is still pending. • Staff identified some skills that had not been included in the self-assessment questionnaire. The assessment process was also set up so that staff could update it if they acquired a new skill or had upgraded their skill level. They could assign three levels of skill within any specific competency or knowledge area. • Specific job competencies are now completely transparent.

Project Committee members also spoke of learning new skills at an individual, professional level:

“I am a physicist – I did not study to be a trainer, but now I am responsible for a major training process.”

Another spoke of learning new skills on how to effect institutional change, particularly related to gender equality. One Committee member also decided to participate in the Centre’s 2011 Participatory Gender Audit certification course as a result of participating in the GENIS Lab project and is planning on using these new skills both within the Institute and externally after she retires.

Upscaling and Replication of Results

INFN staff interviewed indicated a number of areas where the project results are likely to be upscaled or replicated in the future. These include:

1. INFN will be applying the competency-based job assessment system to all of its laboratories, divisions and staff categories.
2. INFN funded a training session on diverse gender equality issues, particularly those arising from the PGA, for the members of the CUG and contracted the Centre to conduct this training. The course worked with the CUG members to analyze INFN from a gender an equal opportunity perspective. It also reviewed ways in which INFN could find sponsors from national ministries for further work in these areas.
3. One INFN researcher is currently developing a project on science education to help teachers build skills in teaching physics. He is using the GENIS Lab institutional study results to include a gender and physics component in the project design. The idea is to encourage young women’s participation in science and to build their confidence to do so. He is currently applying for funding for this project and looking for a partner.
4. The INFN plans on using its new database of staff competencies to offer more training to its staff and to external audiences. This would include training about the competencies learned through the GENIS Lab project. Some of the Project Committee members are planning on assisting with the institutional gender assessment aspect of training as both the INFN and Italy have a huge number of research centres and potential groups with which they could work.

Within just a four-year time span the first point represents a significant achievement, particularly given the starting point. Diverse physicists interviewed as part of the PGA process and for this evaluation case study noted that at the beginning of the GENIS Lab project they had not perceived there was a problem. Now there is not only greatly increased recognition that the problem exists and is a serious one, there are statistics to back this up and a monitoring system developed to track progress in this area.

Contributing Success Factors

External Factors	Internal Factors
The EU asked the INFN President for a letter of engagement.	The Project Committee used the EU Letter of Engagement when necessary to help move the

External Factors	Internal Factors
	process along and obtain senior management support when needed
The funding of this project by the EU acted as a catalyst for change for the INFN in a way that is having both transformative and sustainable results.	The Project Committee was deeply committed to this change process and put in a lot of hours to help make it succeed
There was strong technical support from the Centre advisor – “she was always there, provided us with referrals and resources as we needed them and constructed a professional relationship of trust”.	INFN has reputation to maintain within Europe and did not wish to be seen as organization that discriminated against women, even if not intentionally.
The legal framework at the national level was also important as it gave legal impetus and the requirement for INFN to comply on actions related to gender equality and equal opportunity.	The competency based job assessment model was developed through a bottom up process which gave staff the opportunity to contribute to its construction. Consequently, they can see themselves reflected in the tool that gives them a greater sense of ownership of the process.
Funding cuts puts onus on INFN to do things differently and more efficiently.	It was critical to have a sponsor in top management and they could not have succeeded to the extent they did without the President’s support.
GENIS Lab helped give the Project Committee the authority and credibility to effect this type of change	The key message communicated was that if both women and men’s talents are recognized (and funded), it benefits everyone concerned, but especially the INFN as a whole.
The Centre used highly relevant assessment tools to meet the needs of the INFN (e.g., the PGA).	Being a research institute, the INFN has a strong culture of documenting and tracking results and collecting and analyzing relevant statistics. This has built a convincing body of evidence that has helped the Project gain and maintain senior management support

One Project Committee member also noted that it was not just one thing that contributed to the changes that took place, but rather that it was part of a whole process. The Committee was particularly surprised at how fast the change process was. The evaluation considered that the rapidity of the change was attributable to four key factors – the strong leadership of the Project Committee, strong support from senior management, the funding support from the EU and the high quality of technical support provided by the Centre. The only thing Project Committee indicated it might have done differently would have been to make participation in the competency self-assessment process mandatory.

Remaining Gaps

Committee members indicated there is still a need to train INFN managers about the diverse gender equality issues identified by the project and how to address these as well as to learn how

to recognize different skills based on merit and competencies. The research managers are mainly scientists who have had little or no training in management and they will need additional skills to make this change. They are also waiting to hear what the decision will be regarding a more equitable division of INFN research funds among female and male researchers.

Conclusion

The EU-funded GENIS Lab project represents a bold experiment in institutional change management. For the INFN it was a highly successful experiment and a process that has paved the way for future substantial change with regard to how the Institute will recruit its staff. Since the upscaling of the competency-based assessment model is just starting, it is still too soon to know what effect this will have on the advancement of women scientists. However, the commitment to do this at the most senior level of the organization represents a major success.

Examining the types of change that have taken place as a result of the GENIS Lab project, it is possible to conclude that three types of change have taken place within the INFN:

1. **Operational Change** – through introduction of a Gender Equality Action Plan (TAP) that has clear targets, activities and performance indicators and the facilitation of a Participatory Gender Audit to the INFN. The Institute has adopted aspects of this methodology and continues to track relevant gender statistics.
2. **Evolutionary Change** - there is increased awareness of staff at different levels, but particularly among senior management that INFN has some serious issues to address with regard to systemic and inadvertent gender discrimination, particularly for female scientists. This awareness has evolved over the four years of the project and is likely to continue to grow as the Project Committee and senior management continue their work to promote increased gender equality within the Institute
3. **Transformative Change** – the move to a merit and competency-based job assessment system is revolutionary within this context and one that is potentially game changing for the INFN. The longer-term impacts of this change need to be tracked by both the INFN and the Centre. Another potentially transformative change is the move to try and get management approval for research funding being divided more equitably among women and men researchers.

The GENIS Lab project has also further enhanced the Centre's reputation with regard to its gender expertise as well as validated the efficacy of the ILO Participatory Gender Audit process. It also provides further feedback to the Centre regarding the value of working with more non-traditional learning approaches. Additionally it underscores the observation of its diverse Activity Managers that learning which takes place within the context of a technical cooperation project can be followed up more effectively with appropriate and timely technical support than is the case for more open courses. This technical cooperation approach also helps further reinforce learning results. The ongoing relationship of the Centre with the INFN also has meant that it was easier to track the specific results of the technical support and learning approaches the Centre has used in its work with the Institute. The application of scientific method to the statistical tracking of gender equality issues within the Institute also contributed strongly to providing evidence to support the Institute taking more systematic actions to address these

issues as an organization. The commitment of the INFN and its Project Committee to this change process are inspiring.

Annex 1: List of Persons Met

(In order of meetings)

Name	Title	Institution
1. Rute Mendes	Junior Evaluation Officer	ITC-ILO Evaluation Unit.
2. Patricia O'Donovan	Director	ITC-ILO
3. Andreas Klemmer	Director of Training	ITC-ILO
4. Alessandro Patrone	Evaluation Officer	ITC-ILO
5. Simonetta Cavazza	Manager, International Labour Standards, Rights at Work and Gender Equality Programme.	ITC-ILO
6. Benedetta Magri	Senior Programme Officer, International Labour Standards, Rights at Work and Gender Equality Programme	ITC-ILO
7. Jeanne Schmitt	Senior Programme Officer, Employers' Activities Programme.	ITC-ILO
8. Joel Alcocer,	Senior Programme Officer, Enterprise, Microfinance and Local Development Programme.	ITC-ILO
9. Jesús García Jiménez	Senior Programme Officer, Workers' Activities Programme	ITC-ILO
10. Daniela Klein	Programme Secretary, Workers' Activities Programme	ITC-ILO
11. Johanne Lortie	Senior Programme Officer, International Labour Standards, Rights at Work and Gender Equality Programme	ITC-ILO
12. Miriam Boudraa	Programme Officer, Social Protection, Governance and Tripartism Programme	ITC-ILO
13. Oretta di Carlo	Director of Training	INFN
14. Maria Lucia Paciello	Retired Theoretical Physicist	INFN
15. Sara Arnone	Human Resources Officer	INFN
16. Claudio Gatti	Researcher	INFN
17. Giovanni Mazzitelli	Researcher	INFN
18. Luigi Giunti	General Director	INFN
19. Renato Carletti	Human Resources Director	INFN
20. George Okeyo	Agricultural Business Services Manager	Micro Enterprises Support Programme Trust (MESPT)
21. George Waigi	Programme Officer	ILO - Kenya
22. Alicia Ziffer	Training Programme Coordinator	UN Women
23. Raphael Crowe	Senior Gender Specialist	ILO - Geneva

	Gender, Equality and Diversity Branch - Conditions of Work and Equality Department	
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Annex 2: Evaluation Matrix

Category of Analysis or Indicator	Poor	Limited	Good	Excellent or Extensive	Data sources/ Methods
Relevance and outreach of the activity: Relevance refers to the extent to which the objectives of the activity are consistent with beneficiaries' requirements, and partners' and donors' policies.					
EQ 1: How well did the activity operationalize the ILO Action Plan for Gender Equality 2010-2015, the Gender Result-Based Action Plan 2012-15 of the Centre and the four corresponding program and budgets of the Centre?					
Achievement of targets regarding female participation in different learning activities <u>Rating:</u> Poor for Centre overall with regard to achieving an increase in the target. Excellent for gender-focussed courses.	Female participation different learning activities met 25% of targeted increase	Female participation different learning activities met between 26 and 45% of targeted increase	Female participation different learning activities met between 46 and 75% of targeted increase	Female participation different learning activities met over 76% of targeted increase	Gender Action Plans Annual progress reports Activity evaluations Key informant interviews
% of participants completing ITC–ILO gender-specific courses who are male constituents <u>Rating:</u> Good	Male participant completion of ILO gender-specific courses 10% or less	Between 11% and 20% male participants complete ILO gender-specific courses	Between 21% and 30% male participants complete ILO gender-specific courses	Male participant completion of ILO gender-specific courses above 31%	Activity evaluations Key informant interviews Annual reports
% of ITC–ILO online and campus courses evaluated by participants as having adequately integrated gender issues <u>Rating:</u> Good	Up to only 25% of participants evaluate ITC–ILO online and campus courses as having adequately integrated gender issues	Between 26% and 50% of participants evaluate ITC–ILO online and campus courses as having adequately integrated gender issues	Between 11% and 75% of participants evaluate ITC–ILO online and campus courses as having adequately integrated gender issues	Over 70% of participants evaluate ITC–ILO online and campus courses as having adequately integrated gender issues	Activity evaluations Key informant interviews Annual progress reports Survey
Validity of the activity design: Extent to which the design of the activity was logical and coherent.					
EQ2: Were the intended results of the activities logical and realistic?					

Category of Analysis or Indicator	Poor	Limited	Good	Excellent or Extensive	Data sources/ Methods
<p>Clear relationship of intended results and learning materials to participant needs and capacity</p> <p><u>Rating:</u> Good</p>	<p>Less than 20% of activities' objectives achieved for at least 90% of participants; link between learning objectives and intended results not clear in more than 2 activities</p>	<p>Between 21 and 49% of activities' objectives achieved for at least 90% of participants; link between learning objectives and intended results not clear in one or two activities</p>	<p>Between 50 and 75% activities' objectives achieved for at least 90% of participants; clear link between learning objectives and intended results</p>	<p>Over 76% of activities objectives achieved for at least 90% of participants; clear link between learning objectives and intended results</p>	<p>Course evaluations</p> <p>Key informant interviews – staff</p> <p>Evaluation survey</p> <p>Review of course materials</p>
<p>Degree to which participants thought the activities were appropriate to their learning needs and capacity</p> <p><u>Rating:</u> Excellent</p>	<p>Less than 20% of participants felt the activities were appropriate</p>	<p>Between 21 and 49% of participants felt the activities were appropriate</p>	<p>Between 50 and 80% of participants felt the activities were appropriate</p>	<p>Over 81% of participants felt the activities were appropriate</p>	<p>Course evaluations</p> <p>Key informant interviews – staff and clients</p> <p>Evaluation survey</p> <p>Review of course materials</p>
<p>EQ 3: Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress?</p>					
<p>Degree of effectiveness of measurement of results and progress of activity evaluation and follow up activity evaluation (where applicable)</p> <p><u>Rating:</u> Fair</p>	<p>Activity evaluation design only included general questions about the activity (e.g., what did you like best about the activity?)</p>	<p>Activity evaluation design included general questions about the activity and general questions about what the participants learned</p>	<p>Activity evaluation design included clearly understood questions about all of key learning objectives & knowledge/ skill areas</p>	<p>Activity evaluation design included clearly understood questions about all of key learning objectives & knowledge/ skill areas as well as about each specific learning activity</p>	<p>Review of design of activity evaluations and of participant responses</p> <p>Comparison of Frascati FGD responses on this theme</p> <p>Comparison with survey responses on this theme</p>
<p>EQ 4: How likely was it that the intended results were to be achieved?</p>					
<p>Likelihood of intended results being achieved</p>	<p>Not likely – intended results too</p>	<p>Somewhat likely – some of intended</p>	<p>Most likely – at least 80% of intended</p>	<p>Very likely – more than 81% of</p>	<p>Activity evaluations</p>

Category of Analysis or Indicator	Poor	Limited	Good	Excellent or Extensive	Data sources/ Methods
<u>Rating:</u> Good	ambitious for timeframe, resources, participant capacity and context	results appropriate for timeframe, resources, participant capacity and context	results appropriate for timeframe, resources, participant capacity and context	intended results appropriate for timeframe, resources, participant capacity and context	Key informant interviews Frascati Focus Group Discussions
Effectiveness: Extent to which the activities immediate objectives were achieved, taking into account their relative importance.					
EQ 5: To what extent have the activities been an effective instrument to help promote gender equality in the world of work?					
Extent to which the activities have been an effective instrument to help promoting gender equality in the world of work <u>Rating:</u> Good	Up to 15% of participants reported they had been able to apply the new skills and knowledge they learned to promote gender equality in a workplace setting and were able to provide concrete examples of this	Between 16 and 40% of participants reported they had been able to apply the new skills and knowledge they learned to promote gender equality in a workplace setting and were able to provide concrete examples of this	Between 41% and 60% of participants reported they had been able to apply the new skills & knowledge they learned to promote gender equality in a workplace setting and were able to provide concrete examples of this	Over 61% of participants reported they had been able to apply the new skills and knowledge they learned to promote gender equality in a workplace setting and were able to provide concrete examples of this	Document review Survey Key informant interviews – ILO-ITC staff Key informant interviews – Institutional clients Focus Group Discussions Case studies
Efficiency of Use of Resources: A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to results					
EQ 6: a) Have the resources invested into the delivery of the activities been used in the most efficient manner? b) How economically were resources and inputs (funds, expertise, time etc) converted to results? C) Did the results justify the cost?					
a-b) Reach and cost of learning activities compared to results achieved and number of participants <u>Rating:</u> Not possible to assess with data provided or available.	Learning models used reached less than 59% of targeted # and type of participants and achieved only up to 35% of anticipated results at a standard or higher cost for	Learning models used only reached up to 60% of targeted # and type of participants and achieved only between 36 to 50% of anticipated results at standard cost	Learning models used reached targeted # and type of participants; achieved at least 80% of planned results at standard or lower cost	Learning models used reached targeted # and type of participants; achieved over 81% of planned results at standard or lower cost	Participant survey Focus Group Discussions Case study interviews Budget review Key informant interviews

Category of Analysis or Indicator	Poor	Limited	Good	Excellent or Extensive	Data sources/ Methods
	this activity	for this activity	for this activity	for this activity	
Estimated cost of alternative learning activities to achieve the same results <u>Rating:</u> Not possible to assess with data provided or available.	Alternative learning activities to achieve the same results cost up to 30% less than the activities models used	Alternative learning activities to achieve the same results cost between 29 and 10% less than the activities models used	Alternative learning activities to achieve same results either cost the same or within 10% less of the activities models used, but models used have a greater reach	Alternative learning activities to achieve the same results cost the same or more than the activities models used and the models used would have more sustainable results	Participant survey Focus Group Discussions Case study interviews Budget review Key informant interviews
Effectiveness of Management Arrangements: The extent to which management capacities and arrangements put in place supported the achievement of results					
EQ 7: Were the roles and responsibilities of Centre officials, including program management, who were responsible for the implementation of the activities clearly defined and understood?					
Degree to which roles and responsibilities of Centre officials, including programme management responsible for activities clearly defined and understood (staff and participants) <u>Rating:</u> Excellent	General lack of clarity regarding which team members were to do what with regard to learning activity design & implementation. Less than 15% of participants clearly understood roles and responsibilities of Centre officials responsible for activities	Existence of some confusion and overlap between roles of each staff team member to the design and implementation Between 16 and 49% of participants clearly understood roles and responsibilities of Centre officials responsible for activities	Role of each staff team member to the design and implementation clearly understood by 85% of staff concerned. Between 50 and 70% of participants clearly understood roles and responsibilities of Centre officials responsible for activities	Role of each staff team member to the design and implementation clearly understood by more than 85% of staff concerned. Over 70% of participants clearly understood roles and responsibilities of Centre officials responsible for activities	Participant survey Focus Group Discussions Case study interviews Activity evaluations
EQ 8: Were the current arrangements for implementing the activities effective?					
Effectiveness of	Current	Current	Current	Current	Participant

Category of Analysis or Indicator	Poor	Limited	Good	Excellent or Extensive	Data sources/ Methods
current activities implementation arrangements <u>Rating:</u> Excellent	implementation arrangements went smoothly for less than 50% of participants	implementation arrangements went smoothly for between 50 and 89% of participants	implementation arrangements went smoothly for up to 90% of participants	implementation arrangements went smoothly for over 91% of participants	survey Activity evaluations Key informant interviews Frascati FGD
EQ 9: Were the activities coordinated across technical programmes?					
Degree to which gender equality related learning activities were integrated into other technical programmes and related technical expertise shared with other technical programmes times <u>Rating:</u> Excellent for the four courses included in the sample.	Less than 40% of Centre's other technical pro-grammes integrate GE related learning activities and call upon ILSGEN expertise and/or tools	Between 40 and 64 % of Centre's other technical pro-grammes integrate GE related learning activities and call upon ILSGEN expertise and/or tools	Between 65 and 84% of Centre's other technical pro-grammes integrate GE related learning activities; call upon ILSGEN expertise and/or tools	Over 85% of Centre's other technical pro-grammes integrate GE related learning activities and call upon ILSGEN expertise and/or tools	Course material review Key informant interviews Survey
Impact orientation of the activity: The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries					
EQ 10: a) To what extent have the results of the activities been maintained or up-scaled by participants thus far? (Evaluation question added) b) How likely is it that the results of the activities will be maintained or up-scaled by the participants?					
a) Extent to which results of the activities have been maintained or upscaled <u>Rating:</u> Good	Results from less than 2 of the 10 activities being evaluated have been scaled up or maintained ⁴⁴	Results from between 3 to 4 of the 10 activities being evaluated have been scaled up or maintained	Results from 5 or 6 out of the 10 activities being evaluated have been scaled up or maintained	Results from more than 7 out of the 10 activities being evaluated have been scaled up or maintained	Follow up reports Participant surveys Key informant interview Frascati FGD
b) Likelihood of the activities being maintained or scaled up in the future	Not likely	Somewhat likely	Quite likely	Commitment to do so within the next year already	Follow up reports Participant surveys Key informant

⁴⁴ Evaluator has revised the ratings scale from that were approved during the Inception process to reflect a more accurate measure of progress.

Category of Analysis or Indicator	Poor	Limited	Good	Excellent or Extensive	Data sources/ Methods
Rating: Good				made	interview Frascati FGD

Annex 3: Evaluation Instruments

Semi-structured Interview Questions for Stakeholders/Partners

Date: **Name:** **Organization:**
Learning Activity/Training course:

1. What was the objective of the technical cooperation project through which this training was conducted? How did this training support the achievement of these objectives?
2. Who were the main target groups for this training? EQ1
3. How well do you think these learning activities matched the participants' needs and capacity? EQ2 (In your opinion, were they logical and realistic?)
4. What results have been achieved since the completion of these learning activities and for which groups? What evidence do you have of these results? IQ1, IQ5
5. What are the key factors that contributed to these changes/results? EQ4, EQ5, IQ5
6. To what extent have the results of these learning activities been maintained or upscaled or are likely to be in the future? Can you provide any examples/evidence? EQ10
7. Were there any factors that prevented optimal learning related to this training learning from taking place? EQ4
8. Are there any particular gaps in the learning or results that remain that could/should be addressed through follow-up activities? IQ2
9. Are there any particular groups you feel that this training did not reach? EQ4
10. How well do you think learning activity evaluations used by the ITC-ILO capture the quality of the training/learning and assess what the participants have learned? EQ3
11. How were gender equality issues integrated into the training? EQ1, EQ9
12. Are there any alternatives to the types of learning activities you have been offering that you think would have been more cost effective? If so, what are these? EQ6

13. Did each team member have a clear understanding of what their roles and responsibilities are for the design and implementation of the gender-related learning activities? EQ7
14. How effectively were the training plan and arrangements communicated to participants? EQ 7
15. Do you find the arrangements in place to implement these learning activities to be effective? What works well? What still needs some strengthening? EQ 8
16. Do you have any recommendations you would make for changes for future training or learning activities of this nature?

Participants Survey: English

Participants Survey - ITC-ILO Evaluation of Training and Learning Activities on the Thematic Area of “Promotion of Gender Equality and Diversity”

Welcome!

The Activity Manager from the learning activity you took through the ILO/ITC will have contacted you recently to ask you if you could participate in this survey. It is designed to find out more about how the ILO/ITC is addressing the theme of gender in its courses and related activities. This will help them build on and strengthen their approach to this theme in the future.

We would be grateful if you could take the time to fill out this survey to assist us with this process. It will take approximately 15 to 20 minutes to complete. All responses will remain anonymous. Our deadline to complete the survey is Sunday, the 19th of July.

If you have any questions about the survey or have any technological problems filling out the survey, please contact: Dana Peebles – kartini@sympatico.ca

A. Background Information

1. Are you:
 - a. Male
 - b. Female
2. Please indicate in which sector you work:
 - a. Government
 - b. Workers’ Organization
 - c. Employers’ Organization
 - d. Academic
 - e. Civil Society/non-profit organization
 - f. UN Agency
 - g. Unemployed

h. Other (please describe)

3. Which course or learning activity did you attend between May 2013 and June 2014:

i.	Gender Academy
ii.	ILO Participatory gender audit facilitators' certification
iii.	Gender Equality for Development Effectiveness
iv.	Gender and Organizational Change
v.	Workshop 1: Gender planning and budgeting in Burundi's budget cycle
vi.	Linkages between migration, gender, and development in Latin America
vii.	Capacity building for trade unions on mainstreaming gender equality and empowering women workers
viii.	Employers' organizations and women entrepreneurs: How to reach out?
ix.	Making markets more inclusive for women and youth to promote entrepreneurship and job creation in Kenya

B. Relevance and Outreach of the Activity

4. How did you find out about this course or learning activity?

- a. ITC/ICO website
- b. Referral from a colleague/friend
- c. Invitation from your employer
- d. Other source (please describe)

5. Did the activity outline or flyer include any reference to the activity's gender equality objectives or content?

- a. Yes
- b. No
- c. Don't remember

6. Were there any particular demographic groups you felt were not represented among the participants in this learning activity who you think should have been there?

- a. Yes
- b. No

7. If yes, please indicate which groups were under-represented:

- a. Men

- b. Women
- c. Ethnic or other minorities
- d. People with disabilities
- e. Other (please describe)

8. How relevant were the activity's content and topics to your professional needs related to promoting gender equality? Please select the rating most applicable for you.

- a – not at all relevant
- b – to a limited extent
- c – was mostly relevant
- d - was highly relevant

C. Validity of the Activity Design

9. Were the learning activities related to gender at a level appropriate for your previous level of knowledge and skills?

- a. No, the activities were too basic
- b. No, the activities required more knowledge and skills than I had at the time
- c. Yes, the activities built further upon my previous level of knowledge and skills

10. Were the activities related to gender presented in a logical way?

- a. No
- b. Some of the time
- c. Most of the time
- d. All of the time

11. Were the learning objectives for this activity related to gender realistic within the time frame of the activity?

- a. Only a bit realistic
- b. Some of the gender related learning objectives were realistic
- c. Most of the gender related learning objectives were realistic
- d. All of the gender related learning objectives were realistic
- e. There were no explicit gender related learning objectives

12. Do you think the activity evaluation you filled out right after the learning activity effectively measured the results and progress you made through this learning activity?

- a. Yes
- b. Most, but not all questions were clear
- c. I don't remember
- d. The following key area was left out or was unclear (please describe)

D. Effectiveness

13. To what extent have you been able to apply what you learned through this activity in your work?
 - a. Not at all
 - b. Occasionally
 - c. On a monthly basis
 - d. More than once a month

14. If not at all or only occasionally why was this the case? Please select all statements below that are applicable.
 - a. I did not feel I had sufficient skills or knowledge after taking part in the activity to do so
 - b. The environment in which I work is not supportive
 - c. Other (please describe)

15. If on a monthly basis or more than once a month, what factors made this possible? Please select all statements below that are applicable.
 - a. The new knowledge and skills I gained were very applicable to the context in which I work
 - b. I received support from colleagues and managers to do so
 - c. My advocacy skills to promote gender equality were strengthened as a result of the learning activity
 - d. Other (please describe)

16. Did what you learned in this activity contribute to any of the changes listed below in your place of work? Select all changes applicable.
 - a. I was able to train my colleagues about what I learned about how to promote gender equality and related tools
 - b. I was able to influence a change or changes in how my organization addresses gender (e.g., a practice or policy)
 - c. I was able to set up or participate in a network related to the promotion of gender equality
 - d. Representation of women in leadership in my organization increased
 - e. Representation of women's membership in my organization increased
 - f. None of the above
 - g. Other (please describe)

17. Please indicate which of these results are likely to be maintained in the future:
 - a. I was able to train my colleagues about what I learned about how to promote gender equality and related tools

- b. I was able to influence a change or changes in how my organization addresses gender (e.g., a practice or policy)
- c. I was able to set up or participate in a network related to the promotion of gender equality
- d. Representation of women in leadership in my organization increased
- e. Representation of women’s membership in my organization increased
- f. Other (please describe)

18. Are any of these results likely to be replicated or scaled up in the future?

- a. Yes b. No

19. If yes, which ones and in what way? Please describe:

- a. I was able to train my colleagues about what I learned about how to promote gender equality and related tools
- b. I was able to influence a change or changes in how my organization addresses gender (e.g., a practice or policy)
- c. I was able to set up or participate in a network related to the promotion of gender equality
- d. Representation of women in leadership in my organization increased
- e. Representation of women’s membership in my organization increased
- f. Other (please describe)

20. Did this learning activity make use of social media (SMS messages, twitter, facebook) before, during or after the activity? Please select all answers that apply.

Twitter	SMS Messages	Facebook
Before	Before	Before
During	During	During
After	After	After
Not used	Not used	Not Used

Other social media used (please specify which type)

21. Did the use of social media add value to the learning process and experience for you?

Twitter	SMS Messages	Facebook
Added Value	Added Value	Added Value
Did not add value	Did not add value	Did not add value
Not used	Not used	Not used

E. Efficiency

22. Do you think that the funds and time invested in this learning activity (both yours and that of the ITC/ILO or donor) were an efficient use of capacity building resources?

- a. No
- b. To some extent
- c. To a large extent

d. It was a highly efficient use of time and resources

23. Are there any alternative ways of learning similar skills and knowledge related to promoting gender equality that you think would cost less in terms of time and money?

a. Yes b. No

c. If yes, please describe:

F. Effectiveness of Management Arrangements

24. Did you receive sufficient information about the learning activity and related logistics before the course started?

a. Yes b. No

c. If no, what was missing?

G. Recommendations

25. Is there anything that you would recommend that the ILO/ITC do differently to promote gender equality through its learning activities?

a. Yes b. No

c. If yes, please describe:

26. Do you have any other comments to add?

Thank you for taking part in this survey. Your feedback is a great help to the ITC/ILO to strengthen and build on its work to promote gender equality.

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