QUING

Quality in Gender+ Equality Policies

Integrated Project funded under the 6th EU Research Framework Programme

Questionnaire for 'Gender Training' commissioning bodies
Analysis of responses

September 2007
Authors : Lut Mergaert and Alain Denis
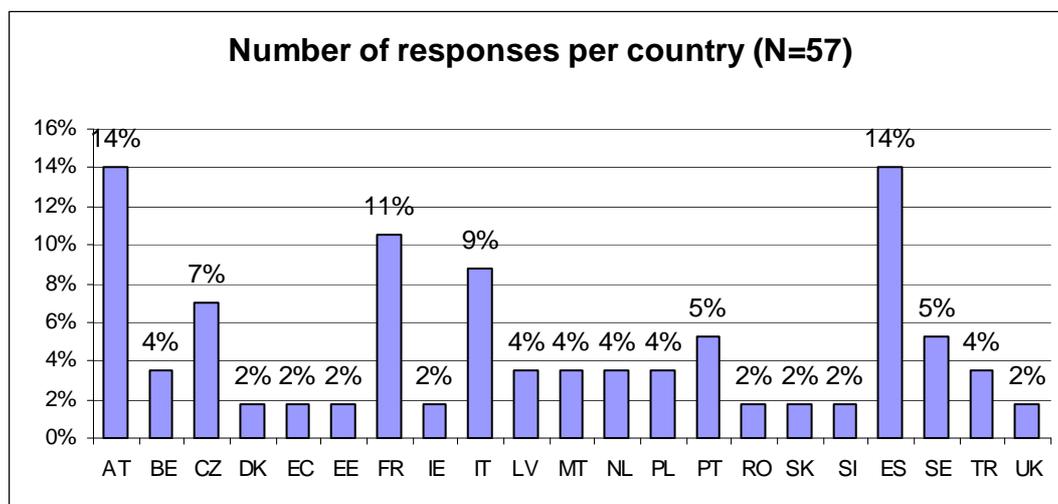From : Yellow Window Management Consultants

Table of contents

1.   *Sample description*

A total of 57 responses were received to the survey. These originate from a total of twenty different countries as well as from the European Commission. As QUING covers 29 countries (all EU Member States, Turkey and Croatia) as well as the EU level, nine countries are missing in this survey. These are Bulgaria, Cyprus, Finland, Germany, Greece, Hungary, Lithuania, Luxembourg and Croatia as non-EU Member State.

Table: Response to the survey by country - absolute figures and % (N=57)

Country	Number of questionnaires received	%
AT	8	14%
BE	2	4%
CZ	4	7%
DK	1	2%
EC	1	2%
EE	1	2%
FR	6	11%
IE	1	2%
IT	5	9%
LV	2	4%
MT	2	4%
NL	2	4%
PL	2	4%
PT	3	5%
RO	1	2%
SK	1	2%
SI	1	2%
ES	8	14%
SE	3	5%
TR	2	4%
UK	1	2%
	57	**100%**

As regards the underline type of organisation where the respondent to the survey is professionally active, the largest group (nearly half the sample) consists of federal or state administrative bodies. This is followed by equality bodies (nearly one third of the sample).

Table: Type of organisation - absolute figures and % (N=52)

| Type of organisation	Number	%
federal or state administrative body	24	46%
equality body	15	29%
regional administrative body	4	8%
department for public administration training	3	6%
human resources / personnel department	1	2%
other	5	10%
total	**52**	

Type of organisation (N=52)
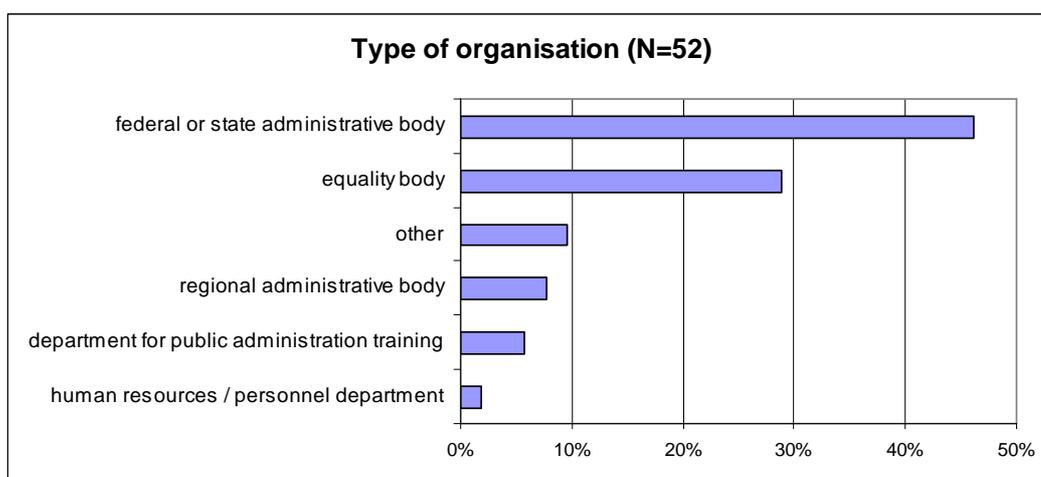
In terms of geographic scope of the organisation's activities, the largest groups were active nationally (47%) and regionally (35%). 'Other' scopes of activity (13%) included 'European', internationally and worldwide. A few are active at the provincial level (4%) or only locally (2%)

Geographic scope of the organisation's activities (N=55)
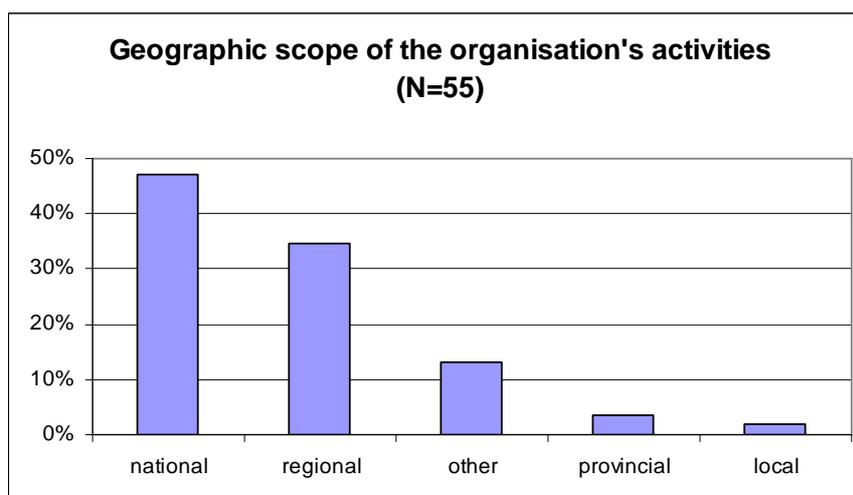
The vast majority (93%) of the respondents are women; while only 7% of the sample are men. None of the respondents in the sample is younger than 26 years old. Otherwise, there was a good distribution over the age categories – as is shown in the next table.

Table: Age of respondents to the survey - absolute figures and % (N=56)

Age category		
< 25	0	
26 - 40	22	39%
41 - 55	21	38%
> 55	13	23%
	56	
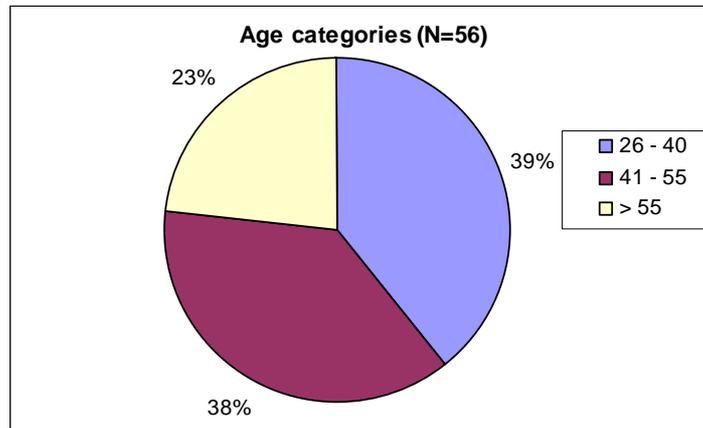
2.   *Gender trainings*

Definition
With 'gender training' we mean the training planned, organized or/and commissioned by public institutions and targeted at politicians, civil servants and public administrators. The focus is "gender training" aimed at facilitating the incorporation of "a gender equality perspective in all policies and at all levels and all stages of the policy-making process". 'Training' may take different forms: courses, classes, sessions, workshops, etc. and can be either face-to-face or online. The measures we are interested in do not need to be called 'training' but can be competence oriented activities which target gender equality.

The respondents were asked to provide the specifics for the gender trainings that were ever organised by their organisation.

2.1 Sample of gender trainings - description

Organisations who participated in the survey reported a total of 210 training programmes they have organised. This is an average of nearly four trainings per organisation.
This constitutes a relatively large sample, but it cannot be considered as representative of the gender-related training offer organised by the public sector. The sample is biased because some countries have provided information on more trainings than others. There is no reason to believe that countries that reported more trainings, actually organise more trainings than other countries. The reason is rather a higher response from some countries.
Some respondents did provide information only on trainings organised in 2007, while others provided information that can go back over ten years.

The geographic spread of the sample of training programmes is presented in the table below

Table: Geographic spread of trainings – absolute figures and %

Country	Number of trainings in sample	%
AT	23	11.0 %
BE	6	2.9 %
CZ	13	6.2 %
DK	3	1.4 %
EE	1	0.5 %
FR	21	10.0 %
IE	1	0.5 %
IT	11	5.2 %
LV	5	2.4 %
MT	5	2.4 %
NL	2	1.0 %
PL	2	1.0 %
PT	6	2.9 %
SK	3	1.4 %
SL	3	1.4 %
ES	93	44.3 %
SE	5	2.4 %
UK	1	0.5 %
TR	6	2.9 %
TOTAL	**210**	**100 %**

The number of trainings from Spain is extremely high compared to other countries. This is explained by the fact that a few (regional) equality bodies provided a full listing of trainings ever organised.

When looking at the type of organisation that set up the training, the equality bodies appear as organising most trainings. Again, the explanation is the response from Spain.

Table: Type of organisation setting up the training, and type of organisation in the sample of respondents – in %

Type of organisation	No. of trainings in sample	No. of organisations in sample
Equality body	43 %	26 %
Federal or state administrative body	28 %	42 %
Regional administrative body	14 %	7 %
Human resource / personnel department	1 %	2 %
Department or body for public administration training	2 %	5 %
Other or no reply	1 %	17 %
Total	**100 %**	**100 %**

Most of the trainings analysed in the sample are still being organised or fairly recent. Many respondents limited their response to their most recent trainings, some even reported only on their trainings undertaken or planned in 2007. As mentioned above, a few respondents nevertheless gave a full listing, which included trainings that took place up to ten years ago.

2.2 Main characteristics of the trainings in the sample

The large majority of the trainings have a duration that is longer than one day.
In the table below, the duration of trainings is expressed in days. A course that consist of 12 training hours, independently on how they are spread over time (e.g. three half days or three evenings) has been considered as a 1.5 day training.

Table: Duration of trainings – in absolute figures and in % (N=210)

Duration in days	Number of trainings in sample	%
Less than one day	37	18 %
One to 1.5 days	64	32 %
Two to three days	60	30 %
About four days	13	6 %
Five days or more	25	12 %
Total	**199**	**100 %**

The sample of courses has a good spread in duration, with nearly two thirds of the cases counting between 8 hours and 24 hours of teaching. Very few of the courses reported very long durations, or are spread over one or even two years.
The difference between the total sample (210) and the number of answers (199) is explained by a small non response rate to this question (4) and some answers that could not be classified (e.g. flexible, adapted to the needs of each department, …).

The frequency of organisation of the trainings is very diverse. A large group of courses (41 %) was reported as having been organised only once.

Table: Frequency of organisation of the training – in absolute figures and in % (N = 210)

Frequency	Number of trainings in sample	%
Only once	86	41 %
1 x per year	54	26 %
2 x per year	19	9 %
More than 2 x per year	32	15 %
Other	16	7 %
Total	**207**	**100 %**

The frequency can also be variable based on demand. A training can be set up e.g. eight times the first year, after which the frequency decreases to an average of four times per year. Some organisations have the policy not to repeat courses. Each new training, even if on the same theme, will be considered as a new training as the contents and/or the duration are adapted.
The high number of 'others' is explained by trainings for which :
- the frequency is lower (e.g. repeated every second year);
- the frequency is not yet known, the training having been organised for the first time;
- a workshop style is adopted, whereby participants can return several times, while other participants can be involved in various sessions.

The vast majority of trainings are provided face-to-face. Only three of 202 courses on which this question was answered were on-line courses, while seven courses were a mix of on-line and face-to-face. All trainings that mix on-line and face-to-face have a relatively long duration.
On-line courses and trainings mixing on-line and face-to-face tend to be more recent.

2.3   Objectives of the training

A closed question was asked to respondents related to the objectives of the training. Three answer possibilities were given, whereby all that applied could be ticked.

Table: Objectives of the training – in absolute figures and in % (N=210)

Objective	Number of trainings in sample	%
Personal competence	166	79 %
Policy implementation	141	67 %
Directed at policy development	128	61 %
Other	54	26 %
Total	**208**	**100 %**

The high percentages for each answer possibility shows that all three types of objectives apply for many of the courses organised.
Courses whose only objective is policy development, are often courses directed to politicians (most often local politicians) and have rather short durations.
The high percentage of "personal development" is because most of the course organisers consider that there is a component to acquire more personal (and/or professional – mentioned among the others) competences in their course.
Courses with a personal development component among their objectives, tend to be organised more often.

Other objectives that were mentioned include mainly:
- awareness raising on the themes covered in the training (e.g. use of non sexist language, domestic violence). This is mentioned most often (27 of the 54 other objectives mentioned).

- objectives linked directly to the training subject: e.g. when women are trained to start their own business, the objective mentioned is to promote female entrepreneurship.
- dissemination of results or information (e.g. new legislation, application of a new method).
- exchange of experiences
- cohesion development in a group
- networking

2.4 Some additional characteristics of the trainings

Trainings that are organised outside office hours are exceptional in the sample. Only 7 % of them were outside office hours, nearly all had a duration of more than one day.
This includes both training sessions taking place in the evening and trainings taking place in the weekend.
Even if trainings take place in the evening and are reported as taking place outside office hours, the hours spent by civil servants who participate even on a voluntary base, are most often considered as part of the normal working week.

Incentives to attend were mentioned for 43 % of the cases.
These incentives are mainly certificates of attendance or similar. They can also include credits, or the trainings are recognised by the administration and are taken into account for promotion / salary raise.
Free participation for trainings that charge a fee to attendants is also mentioned as an incentive. This free attendance is most often for politicians and for civil servants.

Only very few trainings in the sample were organised for women only (7 %). These are nearly all courses of a longer duration (above one day) and having a specific target group like women in politics, or women in management positions.
Most trainings are for medium-sized to large groups. Only 8 % of the trainings are for groups smaller than ten participants, and one programme is an individual training programme.

Payment for participation is asked in 13 % of the trainings organised. The average participation fee is low. None of the trainings can be considered as 'commercial'. Even if an attendance fee is asked, some of the courses allow free participation to privileged target groups (e.g. women politicians).

Gender training commissioners were asked what their budget is for setting up the training. Nearly half the respondents did not provide the budget, probably because they do not have the information readily available. Still, 108 valid answers were received on budgets ranging from 250 Euro to several tens of thousands (for longer courses). The total value reported for these 108 trainings is a cost of 1.468.714 euro to the training commissioners, which would give an approximate average cost of 13.599 euro per training (independently of length, modalities, etc.).

2.5 Who is giving the course ?

Professional trainers or consultants and academics are most often the trainers in the courses of the sample.

Table: Background of gender trainers – in absolute figures and in %

Who are/have been the trainers	Number of trainings in sample	%
Professional trainers / consultants	128	61 %
Academics	107	51 %

Who are/have been the trainers	Number of trainings in sample	%
Administrators	61	29 %
From NGOs (feminist or other)	59	28 %
Persons from enterprises giving 'good practice' examples	23	11 %
Other	31	15 %

Administrators or civil servants who act as trainer are coming from various departments:
- the largest group is active in specialised gender departments or institutes, often the organiser of the course;
- trainers come also often from departments linked to the theme of the course, e.g. urbanism if the theme is gender and urban planning, or specialised departments in charge of victims of violence (gender and violence) or communication (non sexist language use). Other examples are legal, labour, health;
- especially for trainings on gender indicators or gender budgeting, the diversity of departments providing a trainer can be extremely diverse.

The sex balance in the trainer team is the exception rather than the rule. The no response rate is high on this question (13 %). Of the responses received, 78 % said the trainer team was not balanced. This was in 97 % of the cases due to an overrepresentation of women, and in 3 % of the cases an overrepresentation of men.

3.   *How are gender trainers selected*

The question 'how do you recruit trainers for gender trainings' was closed : the respondents could tick various answers options, and also had the possibility to add other means of recruitment. Fifty respondents answered the question.
The results indicate that most gender training commissioners use various means to recruit gender trainers. A majority uses an internal pool of trainers as well as personal contacts. Recommendations are also a trusted way of identifying gender trainers. Only one in five respondents indicated to use public procurement procedures to recruit gender trainers.
The table below gives a detailed overview of the answers given.

Table : How do you recruit trainers for gender trainings ? (N=50)

Selection means	Number of respondents who use this approach	%
Internal pool of trainers	29	58%
Personal contacts	28	56%
Upon recommendation, from … :	26	52%
Other organisations: gender training institutions, NGOs, governmental institutions, women studies institutions, organisation's institutions, …	16	
Gender experts	4	
Gender trainers	2	
Specialists and academics	2	
No answer	2	
Public procurement	10	20%
Other:	20	40%
Internet, Literature, other search	4	
Own personnel	4	

Selection means	Number of respondents who use this approach	%
Networking	3	
Gender training organisations	2	
Known gender trainers	1	
No answer	1	
Other	5	

The respondents were asked which are the relevant aspects they take into account when selecting and hiring gender trainers. Four aspects were suggested in the question, and the respondents were asked to rank these according to relevance. They also had the possibility to add other relevant aspects. In total, 49 respondents answered this question.

For each prompted aspect, an 'average relevance position' was calculated. The table below presents the factors, ranked according to relevance in the decision to hire a trainer. The most relevant factor is on top.

Table : Relevant aspects when selecting and hiring gender trainers (N=49)

Relevant aspects	Average relevance position
Gender competence	1,5
Professional background	1,8
Financial issues	3.4
Sex	3.6

As can be seen from the above table, 'gender competence' is considered the most relevant factor, while sex is the least relevant when hiring a gender trainer.

Thirteen respondents added other relevant aspects. These included :
- communicative capacities (mentioned by three respondents);
- social and interrelational competence (mentioned by two respondents);
- knowledge of the specific theme (2);
- experience (2);
- concern for gender questions (mentioned once);
- availability of the expert in time of the planned seminar (1);
- knowledge of the international perspective of equality issues (1);
- close to our main office (1);
- sensitivity to participants personal position re gender equality (1);
- work within feminist movement (1).

4.   Characteristics of 'good' gender training

The respondents were asked which are the key requirements or characteristics that any 'good' gender training should fulfil. They could list all elements that in their opinion make the difference between good and bad quality trainings. Nearly all respondents to the survey (54 out of 57) answered this question.

The criteria that were most often mentioned and which are hence the most crucial are described below.

A majority of the respondents (35, or 65%) agrees that the professional skills of the trainer(s) are a crucial element for the success of a training : the trainer not only has to be a gender expert, but must also be able to transmit this knowledge and to raise interest for the subject.

About one third of the respondents considers that also the personal characteristics of the trainer(s) are decisive : good gender trainers are flexible, open, communicative, and have excellent social skills.

"Good: a trainer encourages participants in a positive way to promote gender equality by giving concrete examples of good practice; he/she is able to show the concrete and effective way of promotion of gender equality. Bad: a trainer blames and criticizes participants for a bad situation in gender equality, for not using gender sensitive language and so on.
Good : a trainer is familiar with the field of expertise of participants (budgeting, education, prevention of criminality, health, industry, culture, agriculture, employers, trade unions etc.) and is able to give concrete examples from the field of participants' activities. Bad: a trainer knows only the theoretical part of gender equality issues (i.e. new graduates, some academics) and has no idea of real life, e.g. a trainer on equal pay does not know the formal and informal rules in collective bargaining." (Czech respondent)

Equally important are the methodology and techniques used in the training : nearly one third considers that a good training involves the participants in exercises; makes them acquainted with gender instruments; uses participatory and interactive techniques.

Also the practical dimension of the training (with good practices pointed out; concrete examples being given) and the immediate applicability and relevance for the trainees' professional activity are considered important factors (by one in five respondents).

Another important criterion that contributes to the success of a gender training is a homogeneous composition of the participants' group (in terms of professional background and as regards gender knowledge) and the training being tuned in to the needs and knowledge level of this group (indicated by nearly 20%).

Less important, but nevertheless mentioned various times are :
- the fact that the training is evaluated on different aspects;
- the physical aspects and logistics : location, space, time, programme;
- a good balance between theory and practice.

Some respondents pointed out effects that a 'good' gender training realises :
- awareness-raising among the participants to the subject of gender;
- participants gain insight in gender roles and stereotypes, gender differences and inequalities and how these are (re-)produced or altered;
- redefinition of gender roles;
- contributes to overcome stereotypes among the participants;
- changes in attitudes,
- participants take courage to act in a concrete way for gender equality.

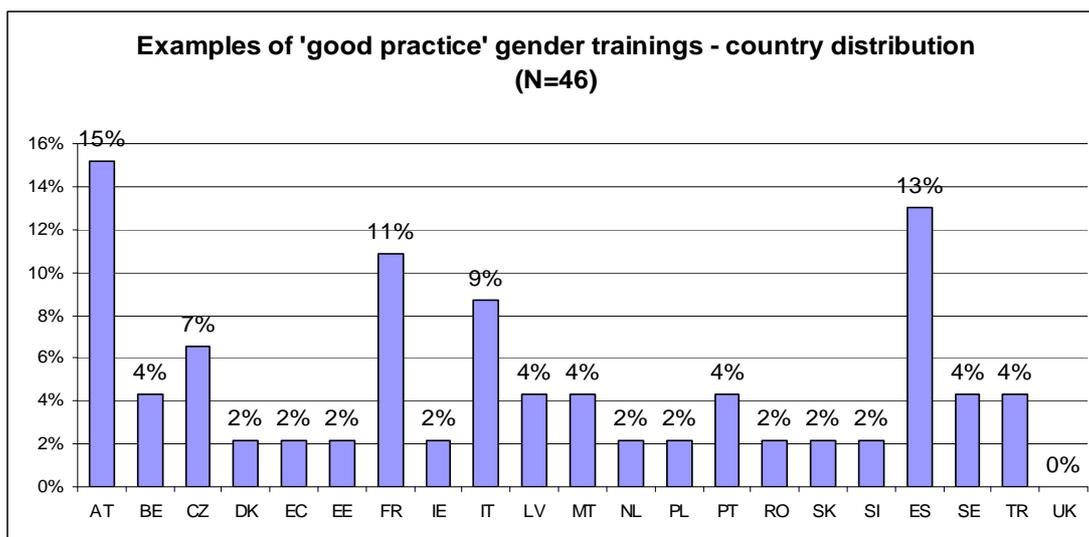# 5. Analysis of 'good practice' examples of gender training

The questionnaire provided the opportunity for the respondents to describe one 'good practice' example of gender training. In total, 46 such examples of 'good practice' gender trainings were provided by the respondents to the survey.

5.1 Sample of 'good practice' trainings : country of origin

The table below provides the overview of the distribution over the countries of the total number and origin of 'good practice' examples on which this analysis is based.

Table : Number of 'good practice' examples of gender trainings by country

Country	Number of 'good practice' examples	% of good practice examples
Austria	7	15%
Belgium	2	4%
Czech Republic	3	7%
Denmark	1	2%
European Commission	1	2%
Estonia	1	2%
France	5	11%
Ireland	1	2%
Italy	4	9%
Latvia	2	4%
Malta	2	4%
Netherlands	1	2%
Poland	1	2%
Portugal	2	4%
Romania	1	2%
Slovakia	1	2%
Slovenia	1	2%
Spain	6	13%
Sweden	2	4%
Turkey	2	4%
United Kingdom	0	0%
	46	

Examples of 'good practice' gender trainings - country distribution (N=46)

5.2 Surrounding conditions

As to the <u>format</u> of these trainings, nearly all (41, or 89%) are provided face-to-face only, two were online courses, and another two had mixed formats – while one respondent did not specify the format.

The <u>length of these trainings</u> ranged from 2 hours (minimum length indicated) to a course of 200 hours (which corresponds to 25 full days).

When the total length of the trainings (even if sessions are not given consecutively) is grouped in categories, the following distribution is obtained.

Table : Total length/duration of 'good practice' gender trainings (N=43)

Total length / duration of the training	Number (N=43)	%
Less than one day	8	19%
One to 1.5 days	10	23%
Two to three days	15	35%
About four days	4	9%
Five days or more	5	12%

Those that provided the longest trainings specified :
- 15 days, not consecutively
- 200 hours
- 40 hours of lectures
- 4 modules of 2 days
- 7 modules of 2 days

It must be noted that ten respondents specifically indicated that the trainings were split over various non-consecutive days, modules or sessions. One session typically takes about half a day (up to six hours in one case).
One 'good practice' example (from Belgium, aimed at women in management positions and focussing on personal competencies) indicates a training that is spread over five group sessions (one evening per month) and two individual coaching sessions.

Concerning the timing of the course, in the majority of good practice cases (about four cases out of five), <u>the course takes place within regular working hours</u>. In only six cases, the course

takes place outside the regular working hours. For another six cases, it was not specified whether the course takes place within or outside regular working hours.

5.3   Target group and composition of audience

The respondents were asked in an open-ended question to describe as precisely as possible who was/were the target group(s) of the 'good practice' example of gender training. From this analysis, it appeared that the <u>audiences of these trainings were quite homogeneous groups</u>. One Czech respondent also highlighted the importance of ensuring homogeneous groups, both in terms of level of gender knowledge and of professional background of the participants, to allow for the gender training to be really effective.

Half of the trainings put forward as 'good practice' cases were organised for civil servants, either specifically for staff in management positions or for civil servants of all hierarchical levels. Examples of such trainings were provided for local (municipal), regional as well as national level public authorities' staff.

Other target groups which are quite commonly addressed by various trainings in different countries (each time about five cases) are :
- teachers and other educational staff (e.g. student advisors);
- staff from trade unions;
- staff from NGOs;
- (gender) trainers.

Some specific groups were mentioned once or twice :
- lawyers and judges;
- researchers and scientists;
- management staff from private companies;
- women in management positions;
- elected local politicians and representatives from political parties;
- physicians heading a hospital department;
- responsible persons from vocational and professional training centres;
- consultants.

Two of the 'good practice' examples were open only to women; one did not specify this, and the remaining 43 trainings (93%) were <u>open to both men and women</u>.

Only five of the examples were compulsory trainings, one was voluntary for clerks while compulsory for executives; 37 were <u>voluntary trainings</u>.

Only for ten gender trainings it was specified that there was some sort of <u>incentive for the participants</u> in the course :
- a formal recognition in the form of certificates or other evidence of participation in five cases;
- the fact that accommodation and meals are offered for free and/or that the course takes place during office hours is considered as an 'incentive' in three cases;
- credits (1 case);
- attendance being recognised and taken into account (within continuous education scheme) by employer (1 case).

As regards the approximate or average number of participants per training, it appeared that the large majority (41 cases, 91%) counted <u>more than 10 participants</u>. In two cases, the number of participants is two to five; and in two other cases six to ten participants.

5.4   Trainers

The professional background of the trainers is presented in the table below. The respondents could tick more than one category as background for the trainers in their 'good practice' case, which is why the percentages add up to more than 100%.

Table : Professional background of trainers in 'good practice' gender trainings ? (N=44)

Professional background of the trainers	Number (N=44)	%
Professional consultants or trainers	28	64%
Academics	18	41%
Staff from NGOs	9	20%
Administrators (mostly from the gender equality machinery)	8	18%
Staff from enterprises	5	11%
other	8	18%

Among the 'others', three indicated that trainers had a background as judge or lawyer.

As regards the sex balance in the trainer team, it appears that most did not have a balanced team, with women usually being in the majority among the trainers :
- women were overrepresented among the trainers in 29 cases (of which one specified the team consisted of women only);
- there was a sex balance among the trainer team in nine cases;
- the question was not answered for four cases;
- two just stated there was no sex balance – without indicating which sex was overrepresented;
- two indicated men were overrepresented among the trainers;
- one specified there was only one trainer (not specifying the trainer's sex).

5.5   Finances

In 39 cases (87%), the participants did not have to pay a participation fee for the gender training, while in five cases there was a fee asked :
- 20 to 30 euros for the course; but the total cost amounted to 100-120 euros including accommodation and meals (for a course taking place over a weekend; Spain);
- 100 euro for a one-day course (wide target group; aimed at developing personal competence; Sweden);
- 290 euro for 7 two-day modules (aimed at women who are active or want to become active in politics; Austria)
- 880 euro for a half day course (target group : civil servants in management positions; Czech Republic);
- 2000 to 2500 euro for 3-4 workshops with different gender themes (aimed at public and private bodies; Italy).

5.6   Objectives and content of the training

Regarding the goal of the training, the development of personal competence appeared the most important aim in the 'good practice' cases. In total, 44 respondents answered the question (more answer possibilities could be ticked).
The table below shows the results obtained.

Table : Goal of the 'good practice' gender trainings (N=44)

The training was directed at …	Number	%
personal competence	34	77%
policy development	27	61%
policy implementation	26	59%
other aim	9	20%

As 'other' aims were mentioned :
- creating a trainers pool of 100 trainers
- reflexion, experience exchange
- awareness raising
- knowledge policy, sensibilisation
- more women in politics
- to develop a new pool of professionals capable of applying the methodology
- updating legal experts about developments in legislation on discrimination based on sex, as well as on other types of discrimination
- to exchange experiences
- networking of women

The answers to the question which other inequalities / categories are covered (such as disability, sexual orientation, ethnicity, age, religion, etc.) and how these are addressed in the respective gender training indicate that only a minority of the trainings also addressed other inequalities : in twelve cases other categories are covered, although from a gender perspective - thus highlighting intersectionality. Age, ethnicity and disability were the categories most often indicated, followed by sexual orientation, cultural differences or 'diversity' in general.

A few respondents specified there are other trainings which are either more broadly positioned as 'diversity trainings' (as is the case e.g. in Austria), or more specifically focus on other inequalities (like e.g. in the Czech Republic).
One Belgian respondent points out that the gender training which was initiated in 2004 has been replaced by a 'diversity' training, following a political decision at the federal level to implement a 'diversity policy'.

5.7   Methodologies and techniques used

Key elements for a good gender training appear to be the active contribution and involvement of the participants. The emphasis on the practical applicability of the acquired knowledge and competencies is crucial. 'Practice' and 'examples from practice' were frequently mentioned as material for learning and discussion. In this context, the importance of the trainer's knowledge of practice, rather than a purely theoretical knowledge of gender equality issues was also highlighted.

For most cases a variety of techniques is listed to realise the active participation of the trainees, while 'lectures' and theory are kept to a minimum.

Most often mentioned (in nearly half the cases) was group work or exercises done in (small) groups. In several cases, such group work is followed by presentations of the results to the whole group and discussions. In general, discussions and exchanges about real life experiences between the participants are also frequently used techniques.

Other methods or techniques used in 'good example' gender trainings include :
- role plays;
- questionnaires;
- analysis of texts (e.g. press clippings to identify inequalities or to analyse the language used);

- film material analysis;
- brainstorming;
- games;
- cards play;
- coaching and advise to individual participants;
- individual work, including home work.

5.8   Evaluation of training

The large majority of the trainings presented as 'good practice' case are evaluated. Only in two cases, the respondent indicated that the training was not evaluated, while for seven cases this question was not answered.

Evaluations are in most cases <u>formal evaluations</u>, which can take different forms. A majority of the trainings are evaluated through a combination of <u>various techniques</u>, covering <u>different actors</u> : participants, trainers and organisers.

Elements that are typically covered in an evaluation of the training by the participants are :
- in how far participants consider that the objectives of the training have been realised;
- to what extent they find the acquired knowledge applicable in their job;
- which of their expectations or needs were not addressed by the training;
- which aspects were positive or did the participants particularly appreciate;
- suggestions for improvements to the training.

Evaluation or satisfaction questionnaires completed by the participants at the end of the training are the most common technique used for evaluating trainings (applied in 24 cases). Other techniques used for evaluating the trainings that were mentioned several times are :
- a report by the organisers
- a debriefing / feedback session between the trainer and the organisers
- an open discussion with the participants at the end of the training

Were mentioned only once :
- a report by the participants
- a report by the trainer
- a satisfaction questionnaire to be completed by the trainer
- an external consultant was commissioned to evaluate the project in which context the training took place, who also evaluated the training

Informal evaluations in the form of 'feedback received from the participants' was mentioned in four cases.

<u>Various elements</u> are evaluated : the training itself; the trainer; the process; the effects. It can indeed be considered very positive that in five cases also the effects and even the longer term impacts of the training are evaluated :
- for three cases, it was indicated that the acquired competencies of the participants are evaluated, for example by verifying whether the language used in working documents produced by the participants after the training is gender neutral;
- in the case of a training aimed at explaining and offering didactical material to prevent gender violence, the effective use of the material by the target groups is evaluated;
- the gender equality in the personnel policy of the institution is monitored in one case.

Nearly all evaluations take place <u>at the end or after the training</u>. In only two cases it was specified that also mid-term evaluations were organised.

Conclusions as to possible features of a 'good' or 'ideal' gender training *(to be validated through further work in the QUING project):*

→ Face-to-face training, with a total length of two to three days, provided in separate, non-consecutive modules, within regular working hours.

→ Emphasis on development of personal competence and on the practical applicability of the acquired knowledge and competencies.

→ Participatory techniques : active contribution and involvement of the participants.

→ The group of participants is homogeneous and the training is tuned in to the needs and level of knowledge of the participants.

→ No participation fee; voluntary participation.

→ Preferably a recognition / incentive in the form of a certificate for having followed the training.

→ A good training is evaluated on various aspects by the different stakeholders, so that improvements can be realised.

→ A sex balance in the trainer team does not seem to be a requirement or an important issue.