EVALUATION REPORT:

The Knowledge Networking Program on Engendering Macroeconomics and International Economics

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Presented to:
IDRC, Canada

December 2003

Executive Summary

Organized by the International Working Group on Gender, Macroeconomics and International Economics (IWG-GEM), the first Knowledge Networking Program on Engendering Macroeconomics and International Economics was held in May 2003 in Salt Lake City Utah. The program consisted of an intensive two week course followed by an International Conference. Applications for the program were received from 61 applicants representing 39 countries. Twenty-three participants selected to reflect a varied group, participated in the program.

Intended to evaluate the extent the program is meeting its objectives and to make recommendations to enhance its performance, this report is based on various program related documents, application forms, written evaluation, an online survey as well as interviews with various stakeholders.

The information collected indicates that the program was a great success. The overall feel of the program was that the participants thoroughly enjoyed the course as practically all responded with superlatives such as *very good*, *very illuminating*, *excellent and very unique*, *truly enriching*, and *highly beneficial*. In regards to specific learning objectives, 83% of online survey respondents indicated that their ability to formulate feminist research questions was "significantly enhanced". Similar ratings were obtained for other abilities: *Use feminist research tools and methodologies; Integrate feminist economics and gender analysis inter courses; Analyze and formulate policy; and Network with others working on similar issues*. Several participants have been inspired to proceed with new activities as a result of their experience in the program. Areas for improvement focused on content and delivery, with the root of both being time management issues.

Given the overall satisfaction and success, the recommendations focus on minor adjustments and improvements. The main recommendations are briefly highlighted below:

1. Continue the program. Success is evident and there is much potential for snowballing and an exponentially increased number of indirect beneficiaries.
2. Tighten the target audience. Prioritize applicants most likely to act as a catalyst in the more immediate future.
3. Disseminate to International Bodies. Consider including about 10 paying participants - these bodies often have access to funding for such training.
4. Review program strategy. The program should maximise potential benefits. A more precise target audience and alterations in activities to reflect the audience.
5. Consider who is not being reached and why. Are key movers and shakers more difficult to entice for the required time period? Is the location enticing?
6. Plan data collection strategy for continued learning. Use a more elaborate application process with standardized responses.
7. Develop standard indicators for measuring impacts. Consider checklists to establish a baseline from which subsequent data can be measured.
8. Maintain contact and encourage follow-up activities. Develop a program listserv that past and present participants can use to keep in touch and network with others.

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Introduction

Given its financial support to the Gender and Macroeconomics Project, IDRC commissioned an independent evaluation in order to assist in decision making regarding continued support as well as insight and suggestions for improving subsequent phases. Specific issues that the evaluation addresses include its dissemination and target audience, content and materials, delivery, capacity development, and knowledge networking.

The evaluation processes information obtained from various sources and data collection methods. In regards to sampling, interviews were conducted with key participants (program officer at IDRC, other donor officer, project manager, participants) based on a snowball basis. Data analysis and reporting was undertaken by two reviewers to broaden insight and reduce subjectivity.

Introduced to address identified needs in mainstreaming gender in macroeconomics and international economics, this project sought to provide gender sensitive frameworks and analytical tools to a broad and international audience of economists in hopes of gradually redefining what economics is.

This report is divided into two principal sections. The first section provides details on the project itself, what it expected to achieve and how. This is followed by findings on key aspects of the program, namely: dissemination and target audience, content and materials, delivery, capacity development, and knowledge networking.

The second part of report focuses on key findings including success stories and recommendations. It is designed to provide insight on how subsequent phases might be altered to enhance the program in subsequent offerings.

Program Description

The increasing attention to goals of social justice across the globe, including the eradication of gender inequalities, has precipitated gender mainstreaming strategies throughout the international development community. A slow response rate has been attributed to obstacles such as lack of clear commitments, plans, resources and the lack of capacity in the formulation of gender-aware economic policies, particularly at the macroeconomic and international levels. This coupled with the apparent inability of traditional economics to address such issues of social injustice have led to alternative economic approaches.

Central to development goals, women’s economic empowerment requires immediate and proactive attention and dialogue by various groups, ranging from those active at the grassroots level where policy is translated into everyday realities, to those meeting at high level fora where policies are developed.

The International Working Group on Gender, Macroeconomics and International Economics (GEM-IWG) has been supported by various donor agencies since 1994 to support and promote work in this arena. The program has two objectives: first, to engage with fellow economists in order to enhance capacity building for research, teaching, policy making and advocacy on gender equitable approaches to macroeconomics, international economics and globalization; and second, to increase knowledge networking on these themes by strengthening the intellectual links among practitioners in networks working on similar issues.

Technical capacities for present and future actors in the policy process are considered crucial for generating and providing decision makers with gender equitable policy alternatives. Recognizing the limited numbers working in this area, the GEM-IWG identifies knowledge networking and capacity building in policy formulation in the global south as urgent. As such, this project has been designed to support a large number of economists in a variety of work environments.

This program is intended to mainstream gender into macro economic policies and programs with the following specific objectives:

(1) Introduce senior economists as well as younger ones (around 25 and 30 per year for three years), especially those from the South, attached to universities, research institutions, governments and international organizations, to feminist approaches to macroeconomics and international economics.

(2) Increase their capacity to formulate feminist research questions, and use feminist research tools and methodologies in macroeconomics and international economics.

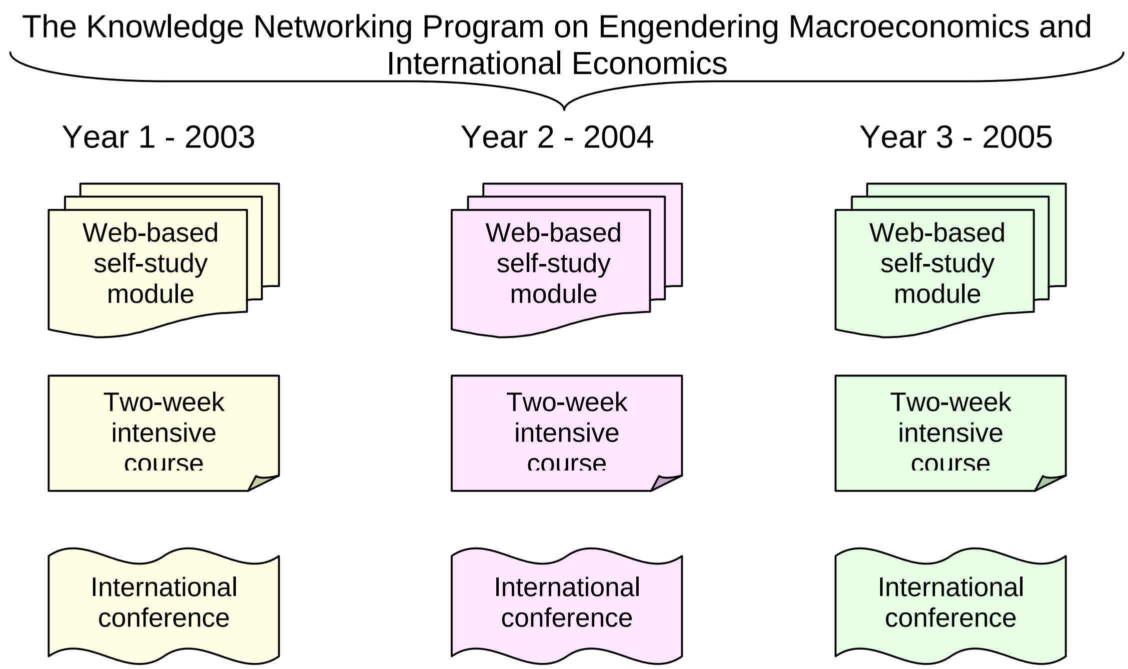
(3) Enhance their capability in integrating feminist economics and in particular gender analysis into courses on macroeconomics, international trade, international finance and economic development.

(4) Expand their capacity in policy formulation in this area.

(5) Enhance their capability in networking with other scholars and activists working on similar issues, and in particular enhance North-South networking.

The activities developed to meet these objectives are grouped into three components: a web-based self-study module, a two week intensive course, and an international conference. The following graphic illustrates the design of the three year program.

Figure 1: The Program Design



The course has only completed its first year. Due to funding and time restraints, the three yearly components were not implemented in its entirety – namely, the web-based study module was not carried out as planned. While some reading material was distributed through the web page previous to the two-week course, this is not what was envisioned in the original outline of activities.

From May 19 to 30, 23 participants met with gender experts with various backgrounds for 10 days of intensive classes including lectures, and large and small group discussions on various topics. Following the course was an international conference where participants had an opportunity to present their own work and receive feedback on it. In addition to the fellows from the class environment, it was attended by other international participants working in the area.

Since the end of the program and conference in Salt Lake City, many participants have changed the way they work and new activities in their home environments indicate that indeed the program was successful and that numerous others have benefited indirectly from the program through new activities organized by the participants.

Methodology

This evaluation involves a mix of both qualitative and quantitative data collection methods. The evaluators had access to numerous documents relating to the program, including the original proposal, a write-up of the dissemination methodology, course and conference programs and materials, papers and presentations submitted by the participants, and a written evaluation completed by the participants onsite. An exhaustive review and analysis of these records and all course related materials was complemented by video recordings of class time, and an online survey. With the objective of following up on issues that came up through other sources, and in order to confirm or otherwise uncover further related information and breadth of understanding, stakeholders were approached for unstructured telephone interviews. For example, documents or participants that indicated interesting points such as feelings of alienation, or indicating new proposal for replica courses, were contacted to review the particularities. In some instances these interviews were conducted through email correspondence either because of agenda complications or because of poor phone connections. Those interviewed were selected primarily because of previous indication that they may have important information for this study, however a balance in terms of gender, regional and stakeholders was attempted.

Triangulation was given significant importance in this study as can be seen by the various sources of information that were consulted and reviewed. As is often the case, some sources were more useful than others. For example the, videos were very choppy and of unfortunately low quality, though quite useful for the evaluators to get a good feel of the course environment without having participated. The papers and presentations incorporated gendered approaches and tools, but as the audience already had varying expose to non-mainstream economics, it is difficult to associate causality to what was developed in the course.

Program Assessment

Dissemination and Target Audience

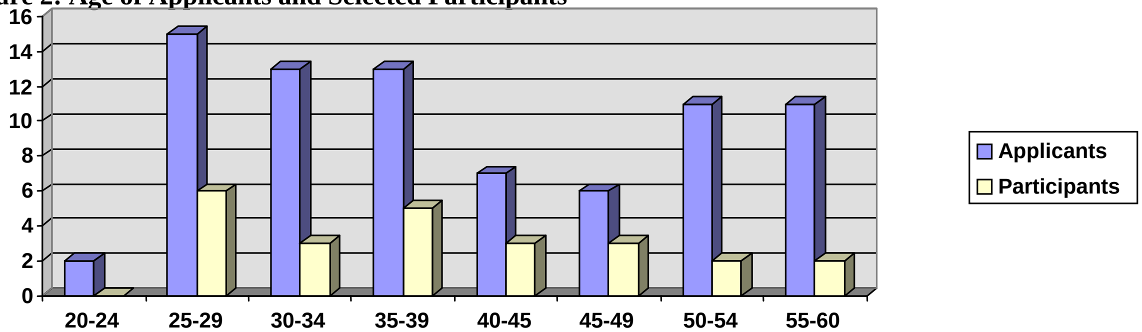
In its first phase the dissemination process was somewhat hampered in that funding was finalised later than expected which left less time than originally anticipated for marketing the program and selecting participants.[1] A brochure describing the program was developed and distributed through word of mouth, and also through personal mailing lists and organizational listservs. This was carried out with a snowball type approach wherein those receiving the course information were requested to pass it on to others as appropriate. In the case of the GEM-IWG members, recommendations for adequate participants was requested. There is no hardcopy list of who and where the advertisement was originally sent, yet the process seems to have met its objective in that it had a broad reach and convocated eligible applicants of both mainstream and non-mainstream economists.

A broad group of applicants submitted competed applications. A total of 62 applicants representing 39 countries[2] applied, almost a quarter of whom were men (17 applicants or 27%). The dissemination strategy seemingly had a broad reach as there was a range of responses when participants were asked how they heard about the program. Answers included notification through personal contacts, knowledge networks, specific international events (AWID conference) research centres, NGOs, and through international bodies (UNIFEM, UNDP). The organizers were pleased with the dissemination, particularly in that it reached a significant number of male applicants.

[1] The program was advertised before IDRC confirmed a grant. Funding was secured first with the Ford Foundation and they decided to start the project, but with a skeleton for the first year. The IDRC grant came only at the end of March, after the fellows were selected.
[2] Data was collected on the applicants birth country and country of residence. This figure represents country of residence.

The following graphics indicates the spread of age groups who applied. It is interesting to note that the lowest number of applicants were in their 40s which may reflect an age group with significant influence in their careers.

Figure 2: Age of Applicants and Selected Participants[3]



All applicants had strong backgrounds in economics, but the actual years of professional experience, affiliation, and level of existing exposure to the subject area was not easy to determine as each applicants presented their information differently. Standardization for data collection is addressed further in the section on recommendations for future years.

Considering IDRC's interest in reaching those from developing countries and living in developing countries, the information reflected in the third column can be measured against the original objective of 2/3 of total participants being from the global south.[4] Note that a further 8 applicants had been accepted to participate in the course, all of whom where born and living in developing/ transition countries. These participants were unable to attend for a variety of reasons.[5]

Figure 3: Regional Representation

Region	Applied: by country of residence	Applied: by country of birth	Participated: by country of residence	Participated: by country of birth
Developing / Transition Countries	54 or 87%	57 or 92%	16 or 70%	19 or 83%
Developed Countries	8 or 13%	5 or 8%	7 or 30%	4 or 17%

The dissemination and selection process were fine for its first year. The only issue that merits noting here is the profile of the intended recipients was very broad. The organizers felt that by targeting a broad audience, they would be able to reach people that would be

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[3] The total number included here was 60 as two persons did not identify their age on their applications.

[4] IDRC specified this must absolutely refer to both the region (North-South) and to the type of organisations noting the importance for IDRC that more economists from the South be introduced to feminist approaches. *From the South* means an economist originating from the South AND working in the South OR for an international institution having activities in the South. See email correspondence from A Dauphine dated September 16, 2003.

[5] Two applicants from China were unable to attend due to the breakout of SARS, as well as personal and professional reasons given at the last moment.

able to further mainstream gender in the short, medium and longer terms. While this may be overambitious, it was a useful approach in the first year to get a good idea of the interest and who the applicants would be. There was little response from activists.

Considering the needs now, it may be wiser to target those who are able to have more impact in the shorter term. In any case, more junior applicants or those focused primarily on dissertations will hopefully still be reached through subsequent activities led by the catalysts who are able to implement programs now instead of 5 or so years down the road.

Program Beneficiaries

Objectives of obtaining a balance of participants in terms of gender, regional representation, seniority and affiliation, was considered in the selection criteria. Note that letters of recommendation were also consulted in the selection process but were not reviewed for this document. Organizers noted that priority was given to those with an apparent ability to influence others.

It was originally expected that 25 to 30 participants were expected to participate each year. Of the 62 persons that submitted applicants, half were invited to participate. The organizers invited a few over the proposed number to account for last minute withdrawals. In the end, 8 did not attend for various reasons, and 23 completed the program.[6] Some applicants indicated access to other funding sources. The following two graphics represent regional representation of participants (by residence) and the gender and age breakdowns. Further demographic information is available in Appendix A.

[6] One fellow did not stay for the international conference.

Figure 4: Regional Representation of Participants

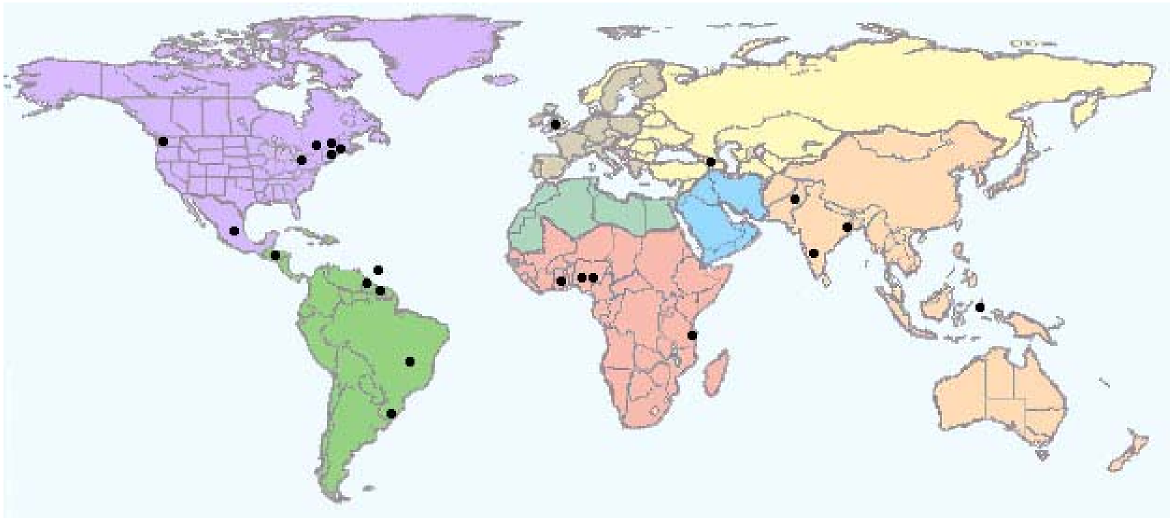


Figure 5: Age and Gender of Participants

Age	25-29	30-34	35-39	40-44	45-49	50-54	55-60	Total
Men	1	3	2		1			7
Women	5	1	3	3	2	1	1	16
Total	6	4	5	3	3	1	1	23

Questions from the online survey were intended to provide a more specific profile of participants. The response rate was not 100%, but in any case a few patterns can be seen as indicated in the figures below.[7]

Figure 6: Highest level of Education Achieved[8]

Answer	Count	Percent	0 50 100
Bachelor's Degree	1	4.34%	
Master's Degree	7	30.43%	
PhD Candidate	9	39.13%	
Doctorate	6	26.09%	

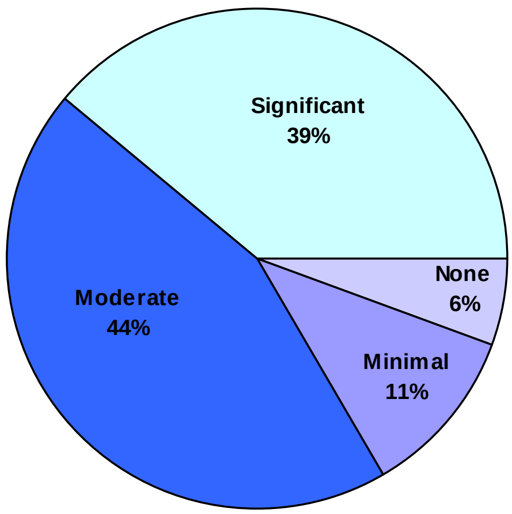
[7] 18 out of a possible 23 responded to the online survey.
[8] This figure represents all fellows as this data was uniformly collected from the application form.

Figure 7: Years of Professional Experience as an Economist

Answer	Count	Percent	0 50 100
Less than 5 years experience	7	38.89%	
Btw 5 and 10 years experience	6	33.33%	
More than 10 years experience	5	27.78%	

In regards to previous exposure to gender issues, there were a significant number who not only had moderate to significant exposure, but who also incorporate gender concerns in their work. The majority considered themselves non-mainstream or feminist economists before participating in the program.

Figure 8: Previous Exposure to Feminist Economics[9]



In sum, a review of the various information sources indicate that the dissemination and selection process achieved the desired results. It should be noted however that the profile of the intended recipients was so broad that it was quite easily obtained. It may be noted that some of the younger participants were excellent candidates and have been quite active since the program. Though the slightly younger and less established may be related to having more time available or being able to take almost three weeks away from work, the organizers are correct in prioritizing those with an apparent ability to influence. This is more important than the age or level of education, particularly in the global South where PhDs are more linked to academia and many key actors do not have such advanced degrees. Comments indicated a desire to see more senior economists and policy-makers (both under-represented) in subsequent years. The group did seem to have a family-like quality to it with one participant commenting "I feel like I am now part of a very elite group of economists."

[9] 18 out of 23 fellows. Respondents of the online survey.

Content and Materials

As indicated in figure 1 on page 6, an online study module was intended as one of three components planned for the first year. This was envisioned as a self-paced online course with readings and complementary material by the organizers to bridge issues and approaches together. Though this did not take place as planned, participants had access to download the course readings to better prepare for the two week course. Several expressed time-related problems for reading these, and others were not able to download them due to connectivity issues. Others were already familiar with the material. Further comments on the materials included improved prioritizing among core/obligatory and supplementary readings, and providing more country or regional case studies. Format issues were also addressed such as providing the list in database format or on CD-ROM for easier access and portability.

Preferences of specific subject areas varied by participants as this reflects personal, work, and research interests. Some appreciated introductory material to the more in-depth, and vice versa, which reflects the varied profile of participants in terms of their level and areas of interest. Almost half of the respondents commented on the usefulness to their work, while others highlighted that issues were new or that material helped bridge gaps in their current knowledge and to bring the concepts together. This is reinforced by various references to a coherent framework that provided a big picture.

In the on-site written evaluation, only five respondents indicated a specific topic as being less interesting. The overall consensus was that all was interesting though some issues were perhaps less relevant depending on the individual backgrounds and work interests. As usual in such courses, there was a small tension between those who wanted more information on areas that they were working on, and those that were more advanced in their own work indicating some presentations were less useful because their personal knowledge in the area was already extensive.

While there were suggestions for more focus on one issue and less of another, this is more reflective of the group's diversity than indicative of any particular pattern. Suggestions were to shorten, combine or restructure sessions rather than dropping them altogether. There were also suggestion to make some issues optional or as special seminars in the evenings or weekends.

The readings for the course were very carefully and thoroughly selected to make up a finely balanced and exciting set. They were drawn from a variety of visions and all were very topical and up to date. There was not only ample coverage of authors but also of topics for consideration. The evaluators' opinion is supported by other sources such as the online survey where all respondents indicated that they either "mostly agree" or "strongly agree" on the quality of the materials in the following categories: materials were appropriate, of high quality, and add value to economic approaches. The materials are still being used after the program as participants continue to refer to them for research, and for class preparations. One comment that broadly expressed the overall feeling is included below.

> "The background materials lay a clear and systematic foundation for understanding the course and feminist economics. They cover a wide array of issues; both basic and advanced, theoretical and methodological, and old and new, written by eminent economists including feminist economists."

Delivery

"The best workshop about economics that I participated in my life"

The open, encouraging, inviting and participative environment of the program is reflected through the taped videos. There is little doubt that it was a "fantastic overall experience" as numerous expressed this and their gratitude for being able to participate before commencing their presentations. One viewed the program as "a mini masters degree in two weeks".

The instructors were helpful and available and their presentations received high marks though the approach was more academic than oriented to policy analysis. More practitioners, a regional balance, and country studies would have been welcome. There was also a request for a mainstream economist as an instructor. Those presentation accompanied by power point presentations appear to have been more organized and structured.

In general the structure of the presentations was good though better time allocation and discipline would have improved it. Keeping to schedule and the balance between lecture and discussion was indicated to be an issue on several occasions. Participants were tired after 3 weeks, and suggested content coordination among instructors or merging similar sessions to keep within allotted time. Three lectures a day was considered most appropriate, complimented by weekend or evening session for those interested. Various additional topics were suggested such as macro-modeling or agriculture but with no real patterns. Again this reflects personal interests and backgrounds. If there enough participants, the program may be able to offer a choice to participants. Perhaps have participants select "electives" or topics of interest on the application form.

Between the two-week course and the conference, participants found the course to be most useful to them with ALL the respondents replying that they found the intensive two week course "very useful". This rating dropped only slightly for the international conference with 61% indicating "very useful", 22% indicating "mostly useful" and 17% indicating "somewhat useful".[10]

The objectives for the international conference were not differentiated from the intensive course in the proposal. However, the different approach was well received by the participants. It was seen as an opportunity for more interaction, particularly in terms of feedback on one's own work, but also to see what others are working on in other parts of the world. It was an innovative approach for inspiring new ways to view gender analysis, and apply it in one's work. Some commented that it served as general encouragement to continue working in the area.

It was noted that the conference strengthened analytical abilities in that some presentations were first attempts at research, while others benefited from the policy-oriented analysis. Above all it was a sharing experience of both the methodological and technical issues of feminist research formulation and implementation. It was a fitting

[10] Note that only 18 respondents replied out of a possible 23.

conclusion to the course as participants were better equipped to appreciate the presentations.

Finally, the facilities were rated positively but there were numerous requests for improved access to computers/internet and a better audio/visual system.

Capacity Building

Measuring learning and ability is rarely an easy chore and this instance is no different. Video taped presentations and written reports were used to review the participants' understanding of feminist issues and approaches in research and policy. However, these data collection methods were not particularly insightful as there was no baseline measurements from which to adjudicate growth.

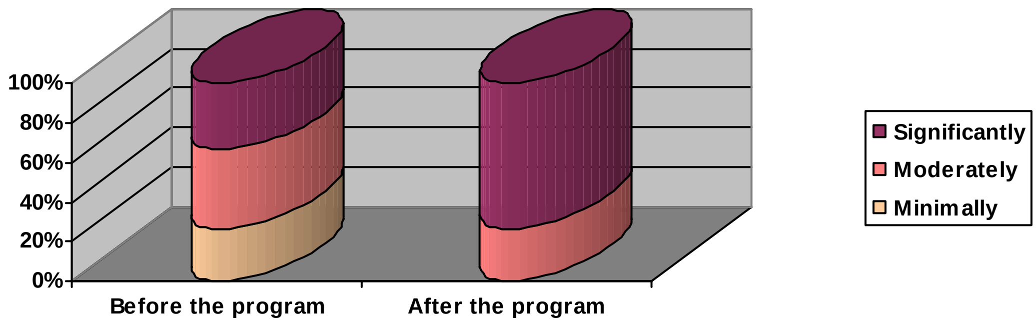
In light of this, the participants themselves were key in determining their own growth. The respondents to the online survey tallied these results for the following abilities.

Figure 9: Increased Abilities *AFTER* Completing the Program

	Not Enhanced	Slightly Enhanced	Moderately Enhanced	Significantly Enhanced
Ability to formulate feminist research questions	-	-	17%	83%
Ability to use feminist research tools and methodologies	-	-	50%	50%
Integrate feminist economics and gender analysis into courses	-	6%	29%	65%
Ability to analyse and formulate policy	-	6%	33%	61%
Network with others working on similar issues	-	6%	24%	70%

Comparing the ability of participants to take gender concerns into account in their work before the course compared to having completed the course, the graphic below shows a remarkable increase.

Figure 10: Incorporating Gender Concerns - Before and After



Knowledge Networking

The program was designed with activities intended to encourage networking opportunities. The mentoring aspect was a novel idea and was well received during the program because of the one-on-one feedback from established experts, though there is little indication that it has continued after the program. The conference was similar in providing an opportunity for networking with experts, researchers and practitioners and donors working in either similar issue areas or with regional focus.

An information questionnaire was completed by the participants during the program in Salt Lake City where participants could indicate an interest in forming small study or interest groups beyond the end of the program. A variety of interest areas were listed such as macro modeling, gender and poverty, gender and trade, and pedagogy. One written evaluation in Salt Lake City indicated that the groups had not been maintained and only a few people indicated they have been in touch with others in the same group. The general perception from the interviews revealed that people have been too busy to continue these groups. The existence of a program listserv remains unclear – if in fact one does exist, some participants are not aware of it. If it doesn't exist, one should be set up so that individuals can submit to it, and reach all participants at once.

In regards to the knowledge networking component, the program hoped that participants would form and sustain their own networks within their own countries. Two promising instances of this have surfaced. One is that the Nigerian participants are going to establish their own regional network, and the other instance is that a participant intends to take issues of gender to non-heterodox economists to the fairly heterodox Association of Caribbean Economists.

Key Findings and Recommendations

Having completed its first year of the three year program, the Knowledge Networking Program on Gender and Macroeconomics and International Economics is soon to commence its second year. This part of the report highlights successes and future potential, followed by two recurrent themes, program design and indictors for measurement. Each of these have implications in terms of target audience, activities, and data collection. The last section offers themes offers specific suggestions in these areas.

Success Stories

As indicated above, there are already promising indications that the participants are taking the material and content of program and sharing it with others in various ways. Though few have been concreted, this section is dedicated to the initiatives that illustrate the program will achieve all its objectives.

There is no doubt that the participants thoroughly enjoyed the course which in itself is a first indicator of success. The following indicate more concrete instances.

- After participating in the program, one African participant was invited as an instructor to a UNIFEM training session in Senegal this past fall.

- A research economist at the Caribbean Development Bank plans to host a workshop addressing gender issues at the Bank. Because of agenda difficulties as the year closes, this is now expected to take place in late January or early February rather than before the end of the year. While directed particularly to economists, it will be open to others working at the Bank.

- Though perhaps in more of a draft idea at the time, a Mexican practitioner and gender specialist has discussed implementing a replica of the program in Oaxaca Mexico. It would have a more regional focus and translation would permit participants to benefit from some of the instructors and experts present in Salt Lake City. This still seems to be on the drawing board, but is an excellent case if indeed it does take place.

- One participant was inspired to submit an application for a poster session at the American Social Sciences Association. Unfortunately the application was not successful.

In fact, there has been several indications of new course development and papers for publication and presentation at various events, particularly the international conference scheduled for 2004. Some quotes are particularly illuminating and are included below.

> "It has changed my goals for future research and has changed my approach to teaching dramatically. I incorporate articles from the material packet regularly in my intermediate macroeconomics course and plan to use several of the empirical papers for my statistics course next semester."
>
> "I have attended several workshops. None has touched the foundation of my interest in gender and analysis as this. I feel I am onto a new beginning."

Program Design: Target Audience and Activities

Though certainly off to a very positive start, subsequent offerings may want to review one of this study's concerns: the program's broad design. Being so ambitious in expecting to reach economists from very different backgrounds in terms of work environment, experience, and exposure to material, more time is required to properly reach such a varied group. While it is admirable to reach a varied audience and certainly the variety offers a additional element for the learning environment, the time commitment is significant and it may distract from others learning. Mainstream economists did not seem to be alienated in targeting the program as both mainstream and non-mainstream economists submitted applications. They may have been alienated somewhat in the selection process though as preference seems to have been given to applicants with exposure to feminist economics. Meeting the needs of such a broad group is difficult. In fact, two respondents of the online survey admitted feelings of alienation. The first person felt alienated as most of the group was well versed in heterodox economics and felt she had a very steep learning curve at the beginning of the course. The second also voiced concern in being a minority in the group, but as a practitioner who felt much of the group was primarily concerned with the "purity" of research and academic papers. While this is noted here, group dynamics are not considered an issue.

In any case, it may be useful to consider who are the best candidates as primary beneficiaries and will pass on knowledge to secondary beneficiaries. Senior economists and policy makers were both under-represented and a desire to see more of both was expressed by different stakeholders.[11] The group was comprised of several students who showed much interest in applying the material to their dissertations. Students should be distinguished from young economists as some young participants were particularly suitable with significant opportunities to altering policies and programs. The focus on the PhD is perhaps overstated and it may discourage policy workers from applying. Not only are PhDs predominantly in academia, many policy makers in the South will not have such an advanced degree or be pursuing one for their career.

Not only does a broad design have implications for the target audience, it also has implications for the program activities. A slightly higher base level established through the application process may reduce the need for more introductory material. In addition, Offering the core course during the first week followed by two or three days of topic specific workshops where participants can select one of two or three workshops being offered at the same time. In this scenario, the international conference could be held in the remaining part of that week.

If the target audience is altered, the implementation strategy should also be reviewed, in particular the self-study module. Only half of the participants read more than 25% of the material before the onsite program in Utah. It may not be realistic that the participants dedicate further time than that already required for the two-week program and the conference. A good number of applicants should provide sufficient numbers with a more uniform knowledge of the material to begin with. That this activity was not carried out in the first year does not seem to have affected the success of the project except perhaps for one participant who said she would have prepared herself better. Reaching a broader audience after the program's three years is desirable, but there are other programs online that offer a similar experience. Perhaps collaboration with these efforts might be considered.

Time was an issue in this program, perhaps because the reach was so broad and much material needed to be covered. If the spread in the audience is tightened up, this may not carry the same concern.

[11] Fellows expressed a desire to have more policy makers, a donor representative indicated he hope more senior economists would be involved in future years.

Indicators for Measurement and Data Collection

While a tightened program design may include a more precise target audience and a strategy for best meeting objectives in the time available, indicators should be established to monitor how successful the program is. The program is achieving the objectives, each to varying agrees, however some indicators would be useful for measuring success. This may take the form of checklists in the application form were people indicate the extent to which gender issues are taken into account in their work. This can be compared with the same checklist being completed at various stages after the completion of the program.

Another option to consider is a framework to establish the various levels of participation or recognition of gender issues in programs and policies. Something similar may be used to evaluate of the participants' work environment before the program, and again one year, then two years after.

Developing and monitoring indicators has implications for data collection. This process starts with the application form. A partially standardized format for collecting information such as interest areas, years of experience, extent of exposure to the material, primary work environment may be useful.

The questionnaire delivered after the program should be elaborated to compare with data submitted in the application form, addressing content and expected use of the material as well as the delivery methods. Also related to the questionnaire, various questions in one complicated deciphering information as it was not clear which of the questions was being answered.

The video tapes were very useful for getting a "feel" for how the course was carried out, noting an ease among participants, the concerns for time, and a participatory process. However, they were distracting to watch (camera moving, focused on the back of someone's head, no "target", bad sound quality, too much background noise, and presentations were cut off). Audio video quality would need to be improved for this to be more useful.

Specific Recommendations

Given the overall satisfaction with the current program, the recommendations suggested focus on minor adjustments and improvements. While some are drawn from reviewing the program as a whole, many stem from the open-ended questions within the surveys. The main recommendations are:

1. **Continue the program**. This program is one that has an inverse relationship between its costs and its benefits in that program costs will likely be reduced in subsequent years whereas beneficiaries have potential to increase exponentially.

2. **Tighten the target audience.** Prioritizing those applicants most likely to act as catalysts will improve the chances of indirect influence and secondary beneficiaries.

3. **Disseminate to International Bodies.** These staff members often have access to training funds and could cover their own costs. Doing a course for a slightly higher

number should not be too much hassle. Some applicants indicated access to other funds.

4. **Review program strategy.** Perhaps the self-study could be a parallel initiative but not necessarily a pre-step to the course. If the course was successful as is, perhaps more focus should be on that.

5. **Consider who is not being reached and why.** Are key movers and shakers more difficult to entice for the required time period? Is the location enticing? Are key persons in developing countries responsive to the course in English. Should there be more focus on train the trainers?

6. **Plan data collection strategy for continued learning.** Know your audience. A more elaborate application process with standardized responses will draw a more precise picture of where the needs are, and may help identify patterns as impacts become more apparent.

7. **Develop standard indicators for measuring impacts.** First decide were the bar is to start, select a target audience, adjust activities to the target audience and monitor to see if the bar is being raised or has potential of being raised.

8. **Maintain contact and encourage follow-up activities.** Develop a program listserv that past and present participants can use to keep in touch and network with others. Participants may discover that they have interests in common with others not necessarily uncovered during the program.

Appendix A – Further Demographics

Region		Applied		Participated	
		By residence	By citizenship	By residence	By citizenship
North America					
	Canada	1F	1F	1F	1F
	USA	4F, 1M		4F, 1M	2F, 1M
East Asia and the Pacific					
	Australia	1F	1F		
	Cambodia	1F	1F		
	Indonesia	2F, 1M	2F, 1M		
	Philippines	3F, 1M	3F, 1M	1F	2F
Europe and Central Asia					
	Armenia	1F	1F	1F	1F
	Georgia	1F	1F		
	Kazakhstan	1F	1F		
	Moldova	1F	1F		
	Poland	1F	1F		
	Turkey		1F		1F
	Ukraine	1F	1F		
	United Kingdom	1F		1F	
South Asia					
	China	5F	5F		
	India	3F, 3M	3F, 3M	2M	1F, 2M
	Nepal	1M	1M		
	Pakistan	1F	1F	1F	1F
Middle East and North Africa					
	Sudan	1F			
	Omdurman		1F		
Sub-Saharan Africa					
	Ghana	1F, 1M	1F, 1M	1M	1M
	Kenya	1F	1F		
	Madagascar	1F	1F		
	Mauritius	1F	1F		
	Mozambique	1F			
	Nigeria	5M, 2F	5M, 2F	2F	2F
	Senegal	1M	1M		
	South Africa		1M		1M
	Tanzania	1F	1F	1F	1F
Latin America and the Caribbean					
	Barbados	1M		1M	

	Brazil	1F	1F	1F	1F
	Costa Rica	1M	1M	1M	1M
	Uruguay	1F	1F	1F	1F
	Guyana	1F	1F	1F	1F
	Mexico	1M	1M	1M	1M
	Suriname	1F	1F	1F	1F
	Venezuela		1F		
Total number of women applied =		45			
Total number of women participated =		16			
Total number of men applied =		17			
Total number of men participated =		7			

Region		Applied		Participated	
		By residence	By c. Of birth	By residence	By c. Of birth
Developing / Transition Countries		54	57	16	19
Developed Countries		8	5	7	4