

|                                 |                                                                                                                                                                   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title                           | Evaluation of the UN Women Knowledge and Partnerships Centre, Republic of Korea                                                                                   |
| Date of the report              | 1 December                                                                                                                                                        |
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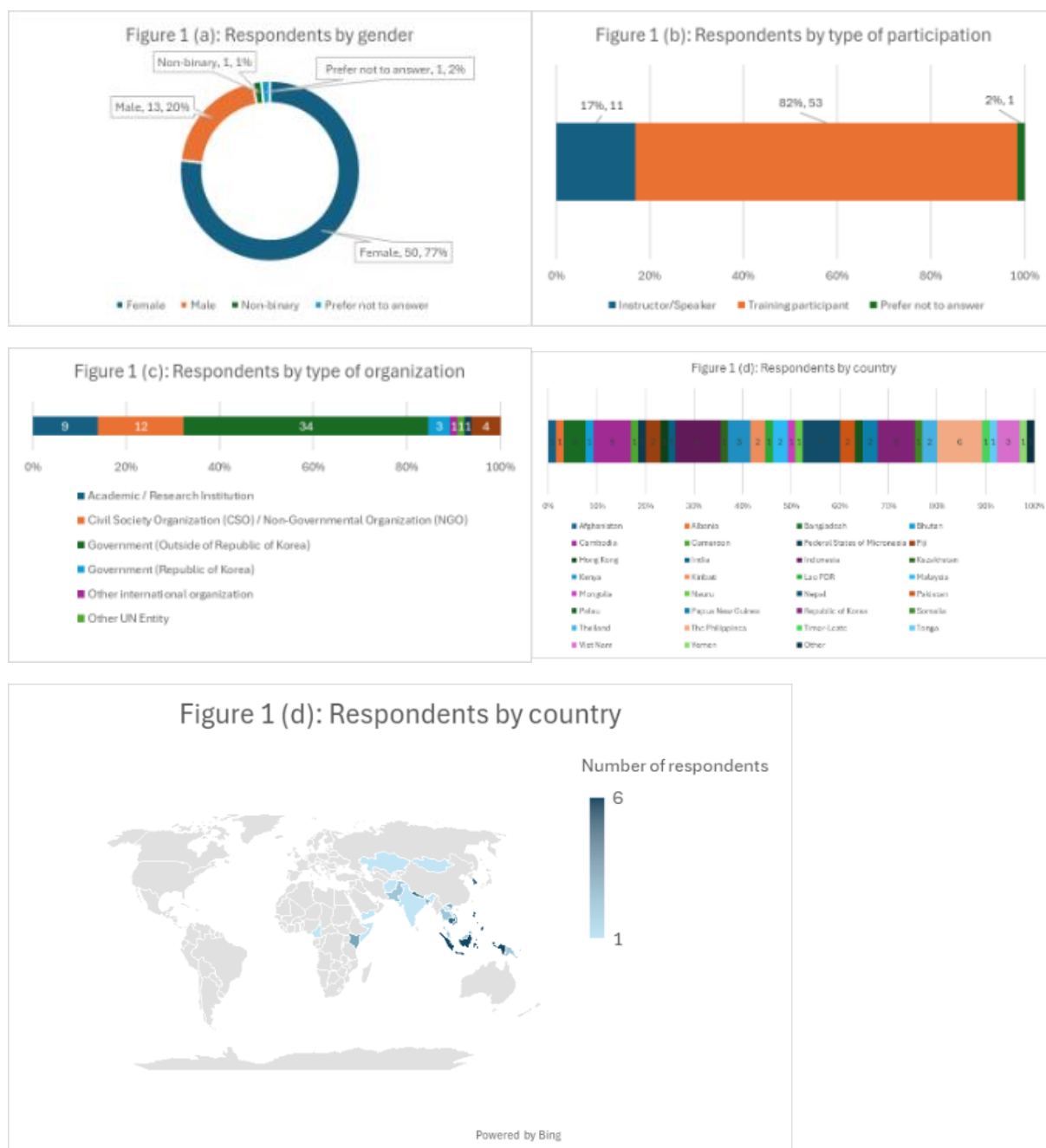
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### Annex 14.1: Training Participants Survey Summary

The Training Participant Survey was conducted online by the IES team using MS Forms. The total sample of training participants was provided by the UN Women Knowledge and Partnerships Centre. The link to the MS Forms survey was sent out to the sample of 287 training participants. Training participants in the sample included participants of the following activities: Uniformed Women Military Peacekeepers Training & Women's Military Peace Operations Course, Online Workshop on Disaster Risk Reduction and Early Warning Systems, Accelerating Gender-Responsive Climate Action and NDC Implementation in Asia and the Pacific, Gender-responsive rights-based climate actions, Gender transformative DRR, and Gender Statistics Trainings (multiple years). These training activities were selected to assess the actions participants have implemented as a direct result of the knowledge gained from participation in these activities with sufficient time having passed to observe tangible outcomes. Additionally, the Centre was consulted at the inception stage to identify training activities covering thematic areas identified as a priority and remaining a strategic focus of the Centre. The Training Participant Survey reached 65 participants of training activities (53 training participants, 11 instructors/speakers, 1 prefer not to answer) across 31 countries achieving a 23% response rate (N=65/286).

#### Part 1: Profile of respondents

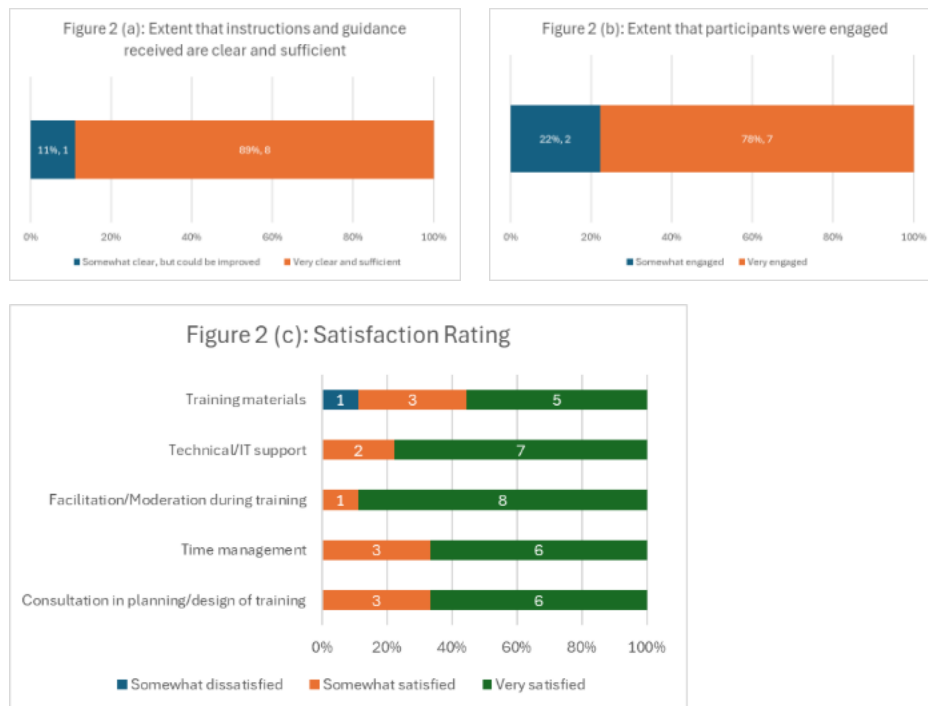
- 77% (N=50/65) of respondents identify as female, 20% (N=13/65) identify as male, less than 2% identified as non-binary (N=1/65), and less than 2% preferred not to answer (N=1/65) (figure 1 a).
- Of the respondents, 62% (N=53/65) were training participants and 17% (N=11/65) were instructors/speakers (figure 1 b).
- Regarding type of organization, the highest number of respondents in terms of total value came from Government (Outside of Republic of Korea) at 52% (N=34/65) followed by CSOs/NGOs at 18% (N=12/65) (figure 1 c).
- Regarding country, the highest number of respondents in terms of total value came from Indonesia and the Philippines each at 9% (N=6/65) followed by Cambodia, Nepal, and the Republic of Korea each at 8% (N=5/65).



## Part 2: Instructor/Speaker Feedback

- Of the 11 instructors/speakers reached, 9 provided feedback on training activities.
- 89% of instructor/speaker respondents (N=8/9) reported that instructions and guidance received from the Centre were very clear and sufficient (figure 2 a).
- 78% of instructor/speaker respondents (N=7/9) reported that participants were very engaged (figure 2 b).
- Regarding satisfaction with training activities, instructors/speakers were generally very satisfied. Highest satisfaction scores were reported for 'Facilitation/Moderation during training' with 89% (N=8/9) of respondents reporting being very satisfied. Lowest satisfaction

scores were reported for 'Training materials' with only 56% (N=5/9) reporting being very satisfied (figure 2 c).



### Part 3: Participation in Training Activities

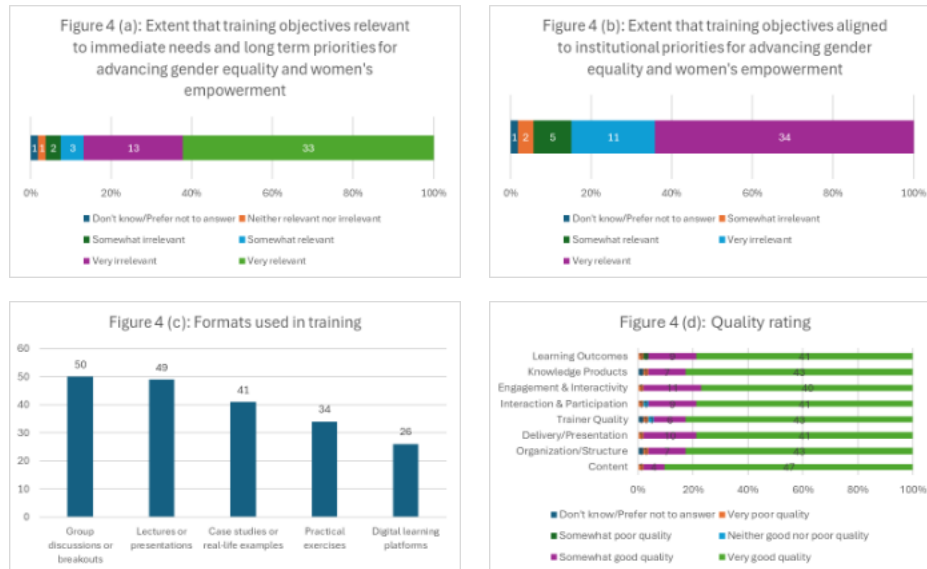
- Of the 53 training participants reached, 52 provided feedback on training activities as 1 was unable to attend training activities. 75% of respondents (N=39/52) attended training activities through in-person modality and 25% (N=13/52) through online modality (figure 3 a).
- 51% of training participant respondents (N=27/53) were aware of the Centre prior to participation in training activities (figure 3 b). Participants from gender statistics training activities were most aware of the Centre prior to participation at 71% (N=12/17).
  - Climate Change & DRR 37% (N=11/30)
  - Gender Statistics 71% (N=12/17)
  - Women, Peace, and Security 67% (N=4/6)
- Regarding how participants were made aware of training activities, most reported reason was nomination by their organization at 45% (N=24/53) followed by through their colleagues, professional networks, or public announcements at 21% (N=11/53) (figure 3 c).
- Regarding how participants were made aware of training activities if already aware of the Centre prior to participation, most reported reason was 'Invitation to training activities and events' at 17% (N=9/53) followed by 'Through their organization' at 11% (N=6/53) (figure 3 d).
- Regarding which training activities were participated in, most reported activities were in 'Climate Change and DRR' at 73% (N=38/52) followed by 'Gender Statistics' at 50% (N=26/52) and 'Women, Peace, and Security' (WPS) at 12% (N=6/52).



#### Part 4: Training Activities – Design & Delivery

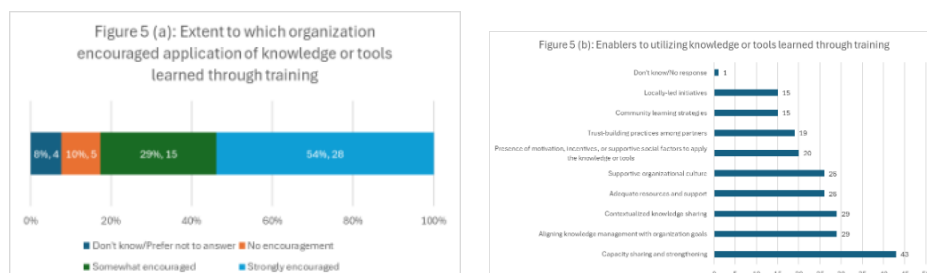
- Regarding the extent to which training objectives were relevant to immediate needs and long term priorities for advancing gender equality and women’s empowerment, 62% of training participant respondents (N=33/53) reported very relevant (figure 4 a). WPS training activities received the lowest reported ‘very relevant’ score at 33% (N=2/6).
  - Climate Change & DRR 70% (N=21/30)
  - Gender Statistics 59% (N=10/17)
  - Women, Peace, and Security 33% (N=2/6)
- Regarding the extent to which training objectives were aligned to institutional priorities for advancing gender equality and women’s empowerment, 64% of training participant respondents (N=34/53) reported very relevant (figure 4 b). Participants from all training activities generally found training activities to be aligned to institutional priorities for advancing GEWE.
  - Climate Change & DRR 63% (N=19/30)
  - Gender Statistics 65% (N=11/17)
  - Women, Peace, and Security 67% (N=4/6)
- Regarding formats used in training activities, most reported format was ‘Group discussions or breakout sessions’ at 96% (N=50/52) followed by ‘Lectures and presentations’ at 94% (N=49/52) (figure 4 c).

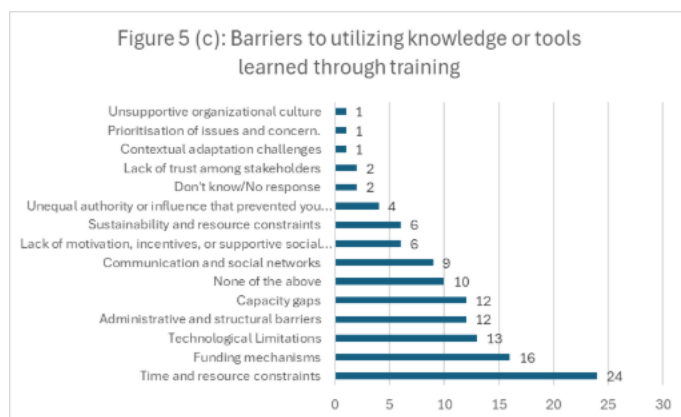
- Regarding quality of training activities, activities were generally rated as very good. Highest quality scores were reported for 'Content' with 90% (N=47/9) of respondents reporting it to be of very good quality. Quality scores received relatively high scores with the least 'very good' quality scores reported for 'Learning Outcomes' with 79% (N=41/52) reporting very good quality (figure 4 d).



## Part 5: Enabling Environment

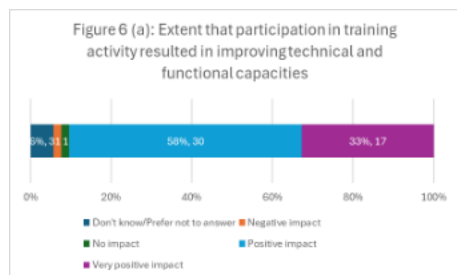
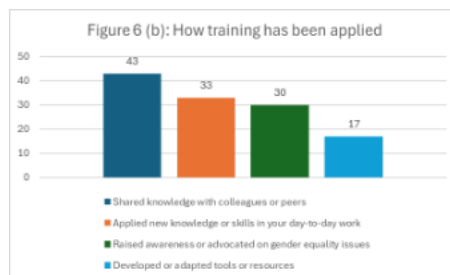
- Regarding the extent to which participants' organizations encouraged application of knowledge or tools learned through training, 54% of respondents (N=28/52) reported strongly encouraged (figure 5 a).
  - Training participant respondents from 'Government (Outside of Republic of Korea)' reported 89% (N=24/27) at least 'somewhat encouraged'.
  - Least was for training participant respondents from 'Academic / Research Institution' with only 63% (N=5/8) reporting at least 'somewhat encouraged'.
- Regarding enablers to utilizing knowledge or tools learned through training, most reported was 'Capacity sharing and strengthening' at 83% (N=43/52) followed by 'Aligning knowledge management with organization goals' and 'Contextualized knowledge sharing' each at 56% (N=29/52) (figure 5 b).
- Regarding barriers to utilizing knowledge or tools learned through training, most reported was 'Time and resource constraints' at 46% (N=24/52) followed by 'Funding mechanisms' at 31% (N=16/52) (figure 5 c).





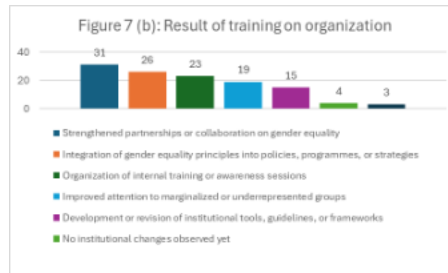
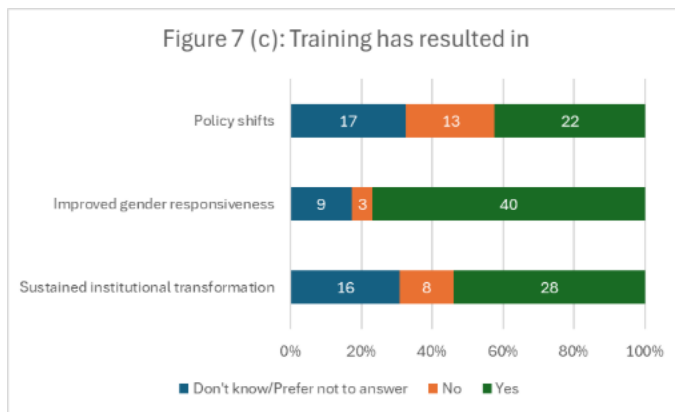
## Part 6: Individual Change

- Regarding the extent to which participation in training activities resulted in improved technical and functional capacities, 33% of training participant respondents (N=17/52) reported very positive impact and 58% of respondents (N=30/52) reported positive impact (figure 6 a).
- Regarding how training has been applied, most reported was 'Shared knowledge with colleagues or peers' at 83% (N=43/52) followed by 'Applied new knowledge or skills in day-to-day work' at 63% (N=33/52) (figure 6 b) Only 33% of training participant respondents (N=17/52) reported that they had 'Developed or adapted tools or resources' and 6% (N=3/52) had not applied training.



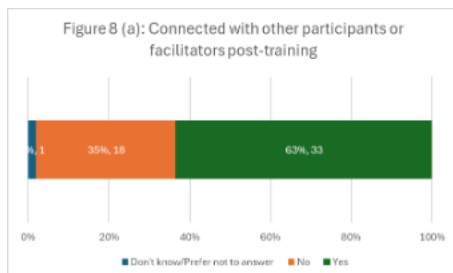
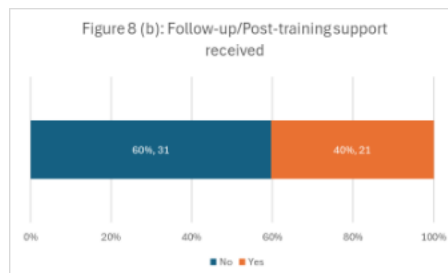
## Part 7: Organizational Change

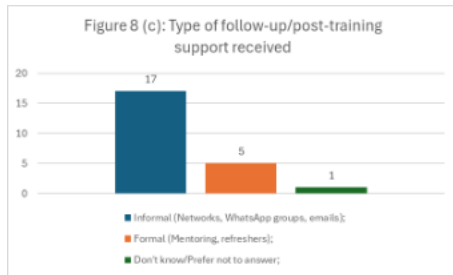
- Regarding the extent to which training influenced organizational decisions, 19% of training participant respondents (N=10/52) reported 'to a great extent' with the most reported rating for 'to some extent' at 60% (N=31/52) (figure 7 a).
- Regarding result of training on organization, most reported was 'Strengthened partnerships or collaboration on gender equality' at 60% (N=31/52) followed by 'Integration of gender equality principles into policies, programmes, or strategies' at 50% (N=26/52). Least reported was for 'Development or revision of institutional tools, guidelines, or frameworks' with only 29% (N=15/52) reporting (figure 7 b).
- Regarding result of training activities, 77% (N=40/52) reported that it had resulted in 'Improved gender responsiveness', 54% (N=28/52) of training participant respondents reported that training had resulted in 'Sustained institutional transformation', and 42% (N=22/52) reported that it had resulted in 'Policy shifts' (figure 7 c).



## Part 8: Sustainability

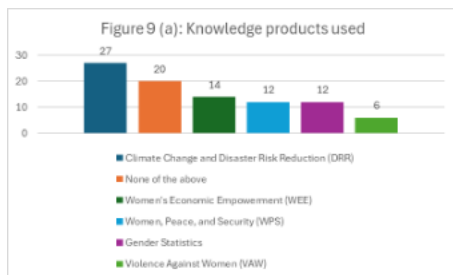
- 63% of training participant respondents (N=33/52) reported connecting with other participants or facilitators post-training (figure 8 a).
  - In-person 73% (N=29/40) connected with other participants or facilitators post-training
  - Online 33% (N=4/12) connected with other participants or facilitators post-training
- More than half of training participant respondents, 60%, (N=31/52) reported not receiving follow-up/post-training support (figure 8 b).
  - In-person 25% (N=10/40) received support in the form of 'Informal (Networks, WhatsApp groups, emails)' and 5% (N=2/40) in the form of 'Formal (Mentoring, refreshers)'
  - Online 33% (N=4/12) received support in the form of 'Informal (Networks, WhatsApp groups, emails)' and 8% (N=1/12) in the form of 'Formal (Mentoring, refreshers)'
- Regarding type of follow-up/post-training support received, 33% (N=17/52) received support in the form of 'Informal (Networks, WhatsApp groups, emails)' and 10% (N=5/52) in the form of 'Formal (Mentoring, refreshers)' (figure 8 c).

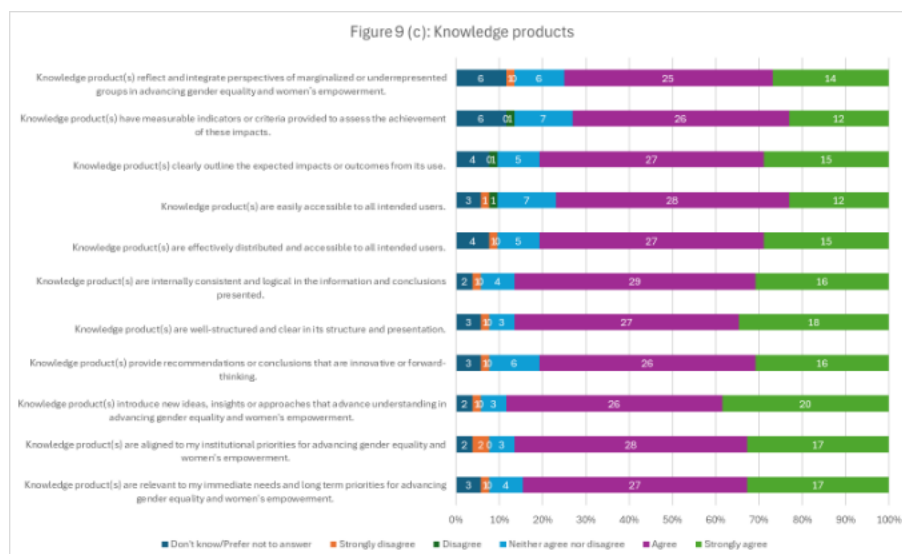




## Part 9: Use of knowledge products produced by the Centre

- Regarding type of knowledge products produced by the Centre used, 52% (N=27/52) reported using 'Climate Change and Disaster Risk Reduction (DRR)' knowledge products and 27% (N=14/52) used 'Women's Economic Empowerment (WEE)' knowledge products. 38% (N=20/52) reported not using any knowledge products (figure 9 a).
  - Only 30% of Climate Change & DRR training participants reported not using knowledge products (N=9/30)
  - 53% of Gender Statistics training participants reported not using knowledge products (N=9/17)
  - Most used knowledge product of Women, Peace, and Security training participants were 'Video products on WPS' at 33% (N=2/6)
- Regarding the extent to which knowledge products have influenced organizational decisions, 49% of training participant respondents (N=25/52) reported 'to some extent' and '18% (N=9/52) reported 'to a great extent' (figure 9 b).



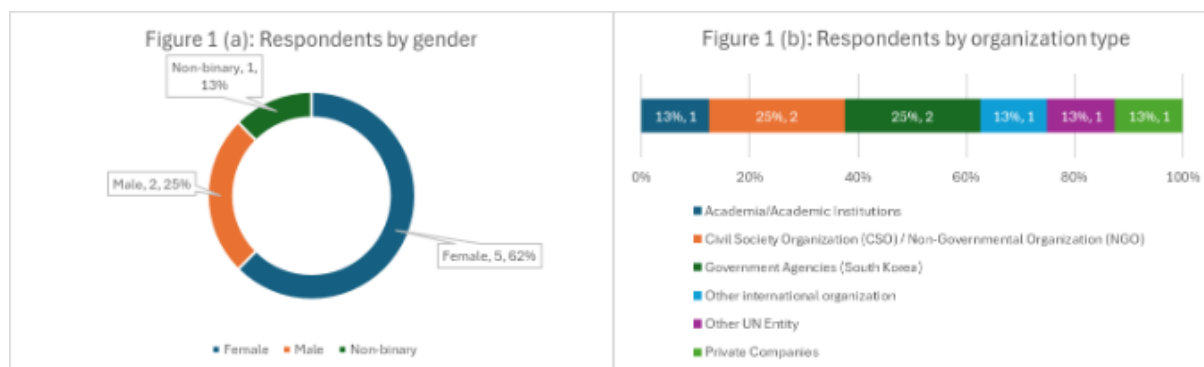


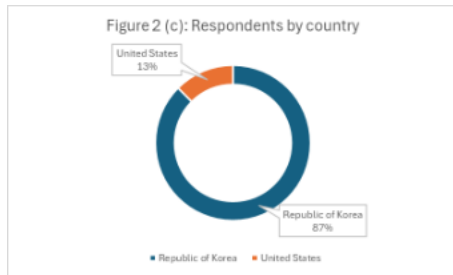
## Annex 14.2: Partner Survey Summary

The Partner Survey was conducted online by the IES team using MS Forms. The total sample of partners was provided by the UN Women Knowledge and Partnerships Centre. The link to the MS Forms survey was sent out to the sample of partners. The Partner Survey reached 8 partners (7 from the Republic of Korea, 1 from the United States) achieving a 38% response rate (N=8/21).

### Part 1: Profile of respondents

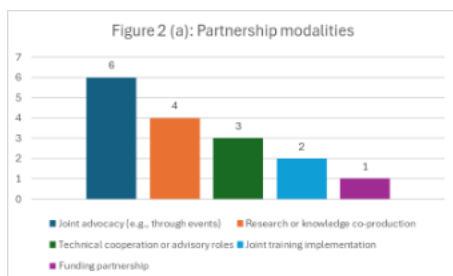
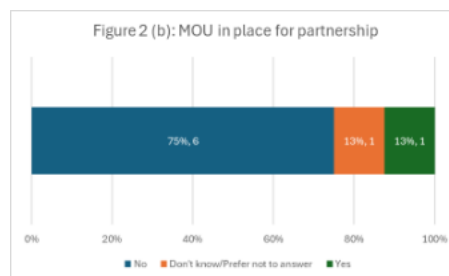
- 62% (N=5/8) of partner respondents identify as female, 25% (N=2/8) identify as male, and 13% identified as non-binary (N=1/8) (figure 1 a).
- Regarding type of organization, the highest number of respondents in terms of total value came from Government Agencies (Within Republic of Korea) and CSOs/NGOs each at 25% (N=2/8) (figure 1 b).
- Regarding country, the highest number of partner respondents in terms of total value came from the Republic of Korea at 87% (N=7/8) with only 13% (N=1/8) from outside the Republic of Korea (United States) (figure 1 c).

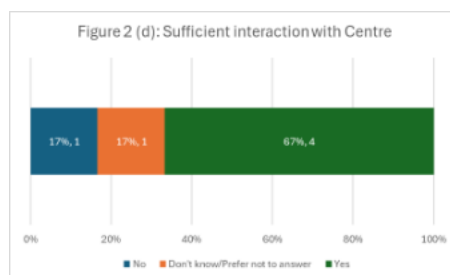




## Part 2: Nature and Quality of Collaboration

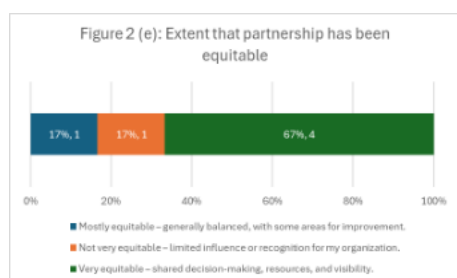
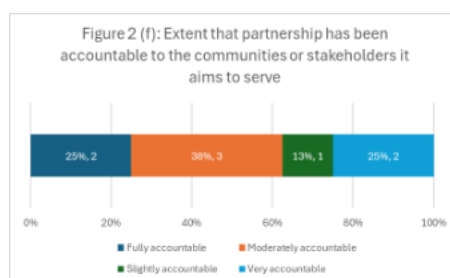
- Regarding type of partnership modality, most reported was 'Joint advocacy' reported by 75% of respondents (N=6/8) followed by 'Research or knowledge co-production' at 50% (N=4/8) (figure 2 a).
- 75% of partner respondents (N=6/8) reported that there was no MOU in place for the partnership (figure 2 b).
- 50% (N=2/4) reported that there were clear governance or coordination mechanisms for the partnership (figure 2 c). (Only data from 4 partner respondents was collected as question was skipped by others.)
- 67% (N=4/6) reported that there was sufficient interaction with the Centre (figure 2 d). (Only data from 6 partner respondents was collected due to an issue with the survey instrument.)
- Regarding how partners defined their partnership with the Centre, 75% (N=6/8) had emphasized collaborative joint efforts or shared initiatives (i.e. 'content-based collaboration' or 'invitational training course collaboration'). 25% (N=2/8) had commented on alignment with broader mission with one commenting that the Centre 'played an instrumental role in amplifying UN's efforts towards GEWE'. One partner had commented on the Centre's efforts towards building networks or systems (i.e. 'Ecosystem Creation Partners').
- Regarding the mechanisms in place to facilitate engagement with the Centre, 50% (N=4/8) of partners commented on regular communication, meetings, and interaction with the Centre. 25% (N=2/8) had mentioned through joint projects or cooperative activities and 25% (N=2/8) had mentioned informal engagement. Only 1 (N=1/8) had mentioned formal structures such as a steering committee with official meetings.





- 67% (N=4/6) reported that the partnership has been very equitable (shared decision-making, resources, and visibility) (figure 2 e). (Only data from 6 partner respondents was collected due to an issue with the survey instrument.)
- 38% (N=3/8) reported that the partnership has been moderately accountable to the communities or stakeholders it aims to serve (e.g., inclusive consultation, local ownership, responsiveness) (figure 2 f).

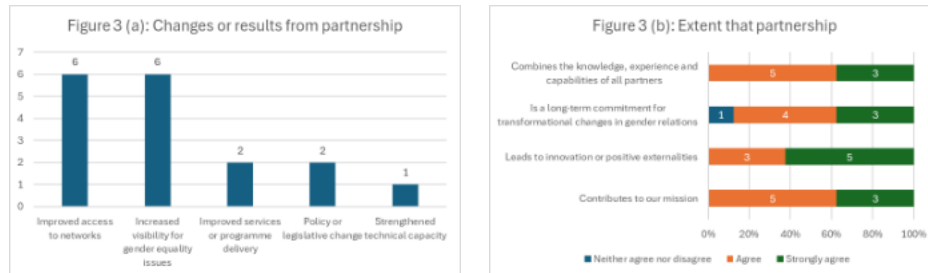
Regarding quality of collaboration, partnerships were generally rated as excellent. Highest collaboration scores were reported for 'Roles & Responsibilities' and 'Respect for Organization' each with 67% (N=4/6) of respondents reporting it to be of excellent. Lowest collaboration scores were reported for 'Joint Planning & Shared Decision-Making' with only 33% (N=2/6) reporting it as excellent (figure 2 g). (Only data from 6 partner respondents was collected due to an issue with the survey instrument.)



### Part 3: Strategic Value and Results of the Partnerships

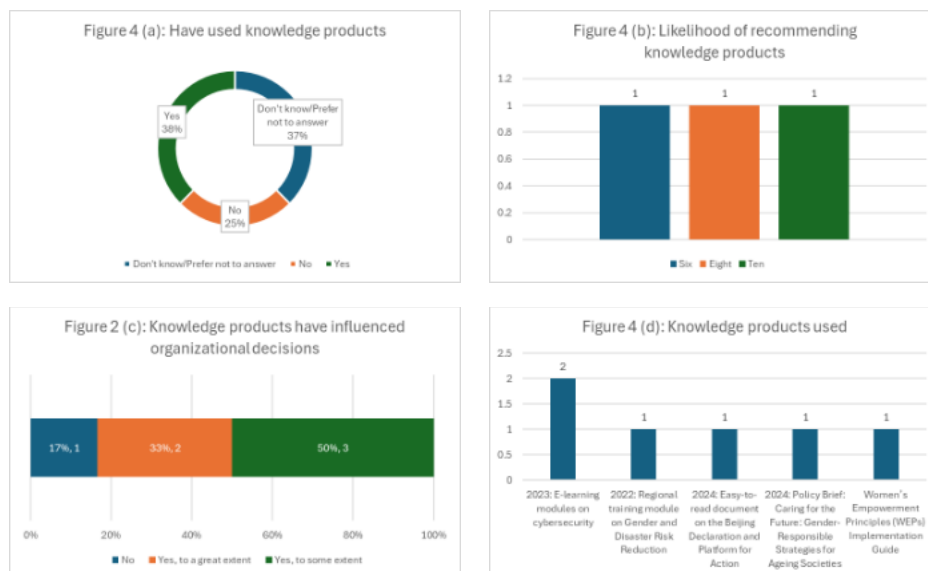
- Regarding changes or results from partnerships, most reported were 'Improved access to networks' and 'Increased visibility for gender equality issues' each by 75% of partner respondents (N=6/8) (figure 3 a).

- Regarding extent that partnerships were successful, partnerships were generally agreed to be good. Highest scores were reported for ‘Leads to innovation or positive externalities’ with 63% (N=5/8) of partner respondents strongly agreeing. Lowest scores were reported for ‘Long-term commitment for transformational changes in gender relations’ with 13% (N=1/8) reporting neither agreeing or disagreeing that this was the case (figure 3 b).



#### Part 4: Use of Knowledge Products produced by the Centre

- 38% (N=3/8) reported that they have used knowledge products produced by the Centre (figure 4 a)
- On average, the 3 partner respondent partners rated their likelihood of recommending knowledge products at an 8. (Only data from 3 partner respondents as only 3 partner respondents report using knowledge products.)
- Regarding the extent to which knowledge products have influenced organizational decisions, 100% of partner respondents (N=3/3) reported ‘to a great extent’ and 66% (N=2/3) reported ‘to some extent’ (figure 2 c). (Only data from 3 partner respondents as only 3 partner respondents reported using knowledge products.)



#### Annex 14.3: Gender@Work Analysis

Gender@Work is recognized by academics, NGOs and development organizations as one of the leading frameworks through which to assess GEEW. Rather than a prescriptive model of how transformative gender change occurs, the framework provides an analytical lens for organizations

and communities to map specific opportunities and barriers for gender equality and assess the extent to which their work has contributed to shifting gendered power relations. The framework consists of four quadrants divided by intersecting formal-informal and individual-systemic axes.

The top two quadrants are related to the individual: on the right, “formal” refers to more tangible **changes in individual conditions**, such as increased access to resources, voice, and freedom from violence. On the “informal” left hand side lie changes to **individual consciousness and capabilities**, including knowledge and awareness, skills, and commitment to change. The bottom two clusters are related to **broader systems**: the lower right refers to **formal rules and policies** as stipulated through laws, regulations and international commitments. The cluster on the left is the set of **deep structures and culture** that underlie informal norms and exclusionary practices, including those that maintain inequality in everyday practices.

Deep structures are often invisible and the most resistant to transformation; change in this quadrant requires a long-term, collective process, which means that more than one individual must adapt and reflect the change over time.

The figure below provides a broad snapshot of UN Women Knowledge and Partnership Centre’s operational, normative and coordination efforts. The table below provides a more detailed, though not exhaustive, list of specific programming efforts in each quadrant. The list is not an assessment of results or achievements toward outcomes. Rather, it comprises past, current and planned activities that have been specified in annual reports, donor reports, project documents, and annual work plans.

| INDIVIDUAL |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | INDIVIDUAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| INFORMAL   | <ol style="list-style-type: none"><li>1. Support to networks and platforms for dialogue on gender equality and women's empowerment through high-visibility events and dialogues.</li><li>2. Seminars promote reflection on gender bias and encourage men's participation in domestic and corporate equality.</li></ol>                                                                                                                                                                             | <ol style="list-style-type: none"><li>1. Capacity building through trainings</li><li>2. Development of research and knowledge products focused on gender equality and women's empowerment</li><li>3. Increased institutional competencies (83% partners said knowledge products shaped decisions).</li></ol>                                                                                                                                                                                               | FORMAL |
|            | <ol style="list-style-type: none"><li>1. Provided safe spaces to model equitable norms within institutions (eg WEPs, Papa school and Empower)</li><li>2. Activities and forums focused on women's roles in the military, a traditionally male-dominated institution, contributes to shifting perceptions of gender norms in peace and security.</li><li>3. Male champions in government provided with a space to advocate for inclusive DRR approaches and to talk on the "manel" issue.</li></ol> | <ol style="list-style-type: none"><li>1. Partnered with private sector and ministries to address gender discrimination (WEPs, Papa School, Empower).</li><li>2. Supported policy-level discussions on care, aging, AI, and femicide data.</li><li>3. Strengthened institutional frameworks on WPS and gender statistics.</li><li>4. 38% of partners (N=3/8) "strongly agreed" that partnerships with the Centre represent a long-term commitment to transformational change in gender relations.</li></ol> |        |
| SYSTEMATIC |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SYSTEMATIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |

| Area of Work/Programme | Consciousness & Capabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Access to Resources                                                                                                       | Informal norms & exclusionary practices                                                                                                                                                              | Formal rules policies & accountability mechanisms                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Normative</b>       | <ul style="list-style-type: none"> <li>• Development of research and knowledge products on gender equality and women's empowerment (For example, 2024 ASEAN Gender Outlook and Closing the Justice Gap)</li> <li>• Development of policy briefs on gender equality and women's empowerment (For example, Femicide in Brief)</li> <li>• Knowledge exchanges and learning platforms (For example, Policy Forum on Women's Economic Empowerment in the Context of Demographic Shifts in Asia and Workshop on WEPs)</li> <li>• Seminars to challenge normative gender roles and encourage men's participation in gender equality and women's empowerment (For example, Papas School)</li> </ul> | <ul style="list-style-type: none"> <li>• Convening multi-stakeholder conventions, forums, and policy dialogues</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinating advocacy campaigns (For example, International Women's Day, 16 Days of Activism against GBV, and Ring the Bell for Gender Equality)</li> </ul> | <ul style="list-style-type: none"> <li>• Strengthening institutional frameworks on gender equality and women's empowerment</li> </ul> |
| <b>Coordination</b>    | <ul style="list-style-type: none"> <li>• Coordinating exchange of knowledge and data and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Facilitation of high-visibility events and</li> </ul>                            |                                                                                                                                                                                                      |                                                                                                                                       |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                    | <p>maintaining shared knowledge platforms or repositories related to gender equality and women's empowerment</p> <ul style="list-style-type: none"> <li>• Developing policy briefs to influence action (For example, Femicide in Brief)</li> </ul>                                                                                                                                                       | <p>dialogues to support networks and convene stakeholders in gender equality and women's empowerment</p> <ul style="list-style-type: none"> <li>• Support to partnerships across government, civil society, private sector and academia</li> <li>• Support to networks and platforms for dialogue on policies related to gender equality and women's empowerment (For example, International Conference on Addressing Technology-Facilitated Gender-Based Violence)</li> </ul> |  |  |
| <b>Operational</b> | <ul style="list-style-type: none"> <li>• Implementation of capacity building and skills development activities for a wide variety of stakeholders strengthening capacity on gender equality and women's empowerment (For example, trainings on gender statistics for monitoring the SDGs)</li> <li>• Implementing activities and private-sector or institutional change programmes to deliver</li> </ul> | <p>Piloting toolkits, frameworks, or models</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |

|  |                                                                                                              |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------|--|--|--|
|  | gender equality and women's empowerment interventions (For example, WEPs, Papa School and Empower programme) |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------|--|--|--|