TO “LEAVE NO ONE BEHIND”: Towards Capacity Building in Gender Transformative Evaluation with Cultural Relevance in Latin America

REGIONAL REPORT FOR LATIN AMERICA
EvalPartners/EvalGender+ Peer-to-Peer (P2P) Project for Development of Capacities in Gender Transformative Evaluation: A Global South-South Collaboration

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TO “LEAVE NO ONE BEHIND”:
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Acknowledgment and collaborations

The coordinating team of the P2P Project thanks the following people and institutions, who in the different phases of this project contributed to its development and to the construction of the Profile of Competencies in Gender Transformative Evaluation proposed here:

1. Co-participants of the project in other regions of the Global South:
   > AGDEN – Madri Jansen van Rensburg
   > CoE SA – Sonal Zaveri

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   > Alejandra Lucero (Argentina)
   > Brenda Bucheli (Perú)
   > Carmen Colazo (Paraguay)
   > Fabiola Amariles Erazo (Colombia)
   > María Victoria Whittingham Munéva (Spain)
   > Mónica Rosenfeld (Argentina)
   > Interviewers: Lorena Salcedo, María Dolores Castro

3. Participants of the Workshop: “Collaboratively Outlining a Proposal for Latin America” Córdoba, Argentina, March 21, 2017:
   > Mónica Rosenfeld, Celeste Ghiano, Pablo Rodríguez-Bilella (Argentina)
   > Silvia Salinas M., María Dolores Castro M., Lizzy Montaño, Martha Lanza (Bolivia)
   > Sergio Martinic (Chile)
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4. Participants Webinar: Capacity Development in Gender Transformative Evaluation with Cultural Relevance - South-South P2P Project Findings - June 14, 2018:

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> Andrea Peroni  > María Dolores Castro
> Claudia Olavarría  > Marisa Weinstein
> Fabiola Amariles  > Martha Lanza
> Florencia Tateossian  > Pablo Rodríguez-Bilella
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> Karina Álvarez

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Thanks to the Provincial University of Cordoba, Argentina, especially to Celeste Ghiano, who facilitated their facilities to carry out the regional Seminar-Workshop held on March 21, 2017 and supported the logistics for the trip and accommodation of the group of participants.

NOTE: The names and institutions of the people interviewed in the final phase of the project appear at the end of each chapter of this publication.

Photographs: Courtesy of Alejandra Faúndez, Fabiola Amariles.
TO "LEAVE NO ONE BEHIND": Towards Capacity Building in Gender
Transformative Evaluation with Cultural Relevance in Latin America
### Acrónimos

<table>
<thead>
<tr>
<th>Acronym</th>
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<tr>
<td>AGDEN</td>
<td>African Gender and Development Evaluation Network</td>
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<td>Canadian Evaluation Society</td>
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<td>CLEAR-LA</td>
<td>Centers for Learning on Evaluation and Results - Latin America</td>
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<tr>
<td>CoE SA</td>
<td>Comunity of Evaluators South Asia</td>
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<td>DACUM</td>
<td>Developing A CUrriculum</td>
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<td>Latin America and the Caribbean</td>
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<td>National Evaluation Policy Framework – South Africa</td>
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<td>Sustainable Development Goals</td>
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<td>Peer-to-peer</td>
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<td>REDWIM</td>
<td>Red de Mujeres Latinoamericanas y del Caribe en Gestión de Organizaciones / LAC Women in Management Network</td>
</tr>
<tr>
<td>ReLAC</td>
<td>Red de Seguimiento, Evaluación y Sistematización de América Latina y el Caribe / Monitoring, Evaluation and Systematization Network of Latin America and the Caribbean</td>
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<tr>
<td>VOPE</td>
<td>Voluntary Organizations for Professional Evaluation</td>
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Project Summary

During the period from January to August 2017, the project “Development of a culturally relevant curriculum on Transformative Gender Evaluation” was carried out under the Peer-to-Peer (P2P) initiative of EvalPartners, in which four regional networks of evaluation of the South participated. Global: RELAC & RED-WIM of Latin America & the Caribbean (LAC), AGDEN of Africa and CoE SA of South Asia. The objective was to exchange experiences, considering the particular realities of the regions, to incorporate an approach of cultural relevance in the development of skills in the subject.

In the first stage of the project, the Latin American team developed a widely participatory process with which two main results were obtained:

1. The conduct of a survey aimed at detecting the existence of capacity development programs in and Gender Transformative Evaluation in the LAC region (Spanish and Portuguese speaking) and the perception of the evaluating community on various aspects of this academic offer.

2. The participatory refinement of an “Integral Profile of Competencies for Evaluators from a Gender Transformive Approach with Cultural Relevance” that starts from the LAC region and is applicable to other regions.

In a new stage of the project, promoted this time by EvalGender+, during the months of April to June 2018 the regional teams participating in this project shared their experiences with other regional organizations and with the EvalYouth and EvalIndigenous groups. Links were also established with relevant
academic entities to communicate the results of the project and look for connections for the introduction of the Gender Transformative Approach in the academic Evaluation offer.

In the Latin American case, two young or emerging evaluators (YEE) linked to EvalYouth were hired, who under the mentoring of the coordinating team of this project conducted additional interviews and developed the products of this new initiative, which received feedback through a Webinar that enriched the findings.
By way of Introduction: Evaluation, Gender and Culture: from Latin America to the Global South

The Sustainable Development Goals (SDG), specifically in its objectives 5 and 10, deal with gender equality and the reduction of inequalities. Given this, the evaluation of development policies, programs and projects has pending challenges regarding equality and social transformation. Classical evaluations, often made only from a quantitative approach, fail to account for inequalities or the complexity of actors and factors that affect development. Therefore, it is necessary to implement transformative evaluation approaches that are relevant to analyze the realities that the SDGs seek to address, particularly given the importance of its mandate “leave no one behind”.

In recent years, efforts have been made in Latin America to strengthen capacities in gender-sensitive evaluations in academic institutions and several spaces have been created to discuss, share and learn about methodologies and evaluation tools that can contribute to development planning. There have also been timid attempts to develop capacities to carry out culturally relevant and pertinent evaluations for the Latin American and Caribbean context, especially through national and regional evaluation networks. The results, however, have been limited because it has not yet been possible to permeate the academic environment to achieve visible results and impact on the application of these transformative approaches.

Since 2015, thanks to the initiatives of the EvalPartners Global Evaluation Network and its EvalGender+ working group, various activities were promoted to expand knowledge and exchange experiences on Gender Transformative Evaluation between different regions of the world, especially the regions from the Glo-
bal South. To this end, the networks of Latin America and the Caribbean REDWIM (Women in Management) and RELAC (Network of Monitoring, Evaluation and Systematization) joined in a collaborative project of peer-to-peer learning (P2P) with AGDEN (Evaluation, Gender and Development) network of Africa and CoE SA (Community of Evaluators) of South Asia, in order to contribute to the development of a Curriculum on Gender-Sensitive Transformative Evaluation with Cultural Relevance, considering the best practices in each region.

Culture is defined as “a cumulative body of learned and shared behaviour, values, customs, and beliefs common to a particular group or society. In essence, culture is a predominant force shaping who we are”. The P2P project explicitly articulates the gender approach and cultural relevance, a challenge that falls short of the scope of a small project, since the most complex challenge within a gender approach lies in the need to overcome the new colonialisms in evaluation, as well as questioning the “cultural sensitivity” approaches associated with the fundamentalist notions of cultures as unalterable.

Our proposal to move towards gender equality with cultural relevance through a transformative approach to evaluation means a particular challenge that involves overcoming old approaches to the concept of gender -aimed only at women- and deepening the analysis and questioning of structures of power that reinforce and perpetuate inequalities.

On the other hand, this thoughtful study has practical value in regional and global efforts to ensure “leave no one behind”. Language is an important expression of culture. All gender sensitive evaluations should consider culture (and linguistic differences and implications) taking into account that gender is interpreted and defined differently in each context. The Global South has
rich experiences related to gender equality, but they are not fully integrated because knowledge is mainly applicable to the local contexts and also language limits it.

So far there has been a limited exchange of experiences between countries, so it is necessary to collect and analyze existing initiatives, practices and cases in the different regions in order to understand what works well and what does not, as well as design new approaches and methods to use evidence in making decisions with a gender sensitive approach with cultural relevance. The curricula adapted to the different contexts will contribute better to the development of the national evaluation capacity to the extent that the different resources are developed by the south, for use in the south and have been culturally adapted.

This publication presents the results of the activities developed for the P2P project in the Latin American region and the Spanish-speaking Caribbean. The first section describes and analyzes the emerging issues of the survey conducted in two phases in relation to the perceptions of the evaluation community of the region on the academic offer on evaluation from a gender perspective with cultural relevance and the specific training needs on the subject.

The second section presents a proposal for an “Integral Profile of Competencies for Evaluators from a Gender Transformative Approach with Cultural Relevance”. This profile was begun to be built in 2015 and it has received feedback in different stages of its development in different evaluation forums of the region.

This proposal emphasizes the role of evaluators as leaders and actors of change, placing special emphasis on the development of participatory and empowerment processes as well as the use of evaluations to promote evidence-based transformations. We
encourage our readers to provide feedback on this profile based on their personal experiences and the development of professional skills and evaluation practices.

Please direct your concerns to the coordination team of this project for Latin America and the Spanish-speaking Caribbean:

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Chapter I

Perceptions about training in Gender Transformative Assessment with Cultural Relevance in Latin America

This section was compiled and summarized by Pablo Rodríguez Bilella, based on the interviews conducted and the report prepared by Patricia Varela (EvalYouth), as well as the analysis of the results of the initial survey, produced by Mónica Rosenfeld in collaboration with the project coordinating team.

1. Introduction

During the first phase of the P2P project “Development of a Culturally Sensitive Curriculum on Gender-Based Transformation Evaluation Based on Best Practices: South-South Cooperation” a survey was conducted on training in gender transformative evaluation with cultural sensitivity. It involved 41 people (32 women and 9 men) from 15 Latin American countries, mostly from the area of social sciences and exercising their professional practice as independent consultants in the public and private sector.

The survey showed the high academic quality of those courses held in the region as well as the excellent profile of the experts who taught them. At the same time, their short duration and the lack of follow-up and advice for the application of learnings
were pointed out as main weaknesses, factors that prevented to influence policies or programs at the local or national level. Deficiencies were also found in the development of competencies for the gender transformative evaluation and in the institutionalization of this approach, as well as in addressing the diversity and specificity of different contexts.

This section deepens the findings of the original survey based on nine interviews to academics responsible for postgraduate programs in evaluation in different universities in Latin America and the Caribbean (Argentina, Chile, Costa Rica, Peru, Brazil and Mexico).  

2. Findings and recommendations for capacity building in Gender Transformative Assessment with cultural relevance in Latin America

The initial survey and the widening of the findings reflected some trends or factors to be considered in the incorporation of the gender transformative approach in the evaluation, which are summarized below:

a) Presence of the gender approach in the system of Monitoring & Evaluation (M&E)

During the previous stage of the project, the need to incorporate the gender approach in the whole cycle of the evaluated projects and programs was highlighted, a matter that requires its explicit reference in the planning and design of the interventions. This approach must be present in all evaluations and not only those that correspond to projects whose objectives are directly related to gender equality.

The second survey found that, in general, the gender approach is not incorporated either in evaluation training programs or

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1 The interviewees and their respective affiliations are presented in the Annex.
in evaluations themselves. Only in a minority of training programs is the gender approach taken as part of the human rights approach. The situation about incorporating the cultural relevance approach is variable, since there are countries where their presence is almost nil (Chile and Argentina), while in others (Brazil, for example) the cultural dimension is worked theoretically and methodologically from a conception interested in capturing the experience of politics in the territory and in all its phases.

b) Need to deepen the application of gender indicators

In contrast to hegemonic models in evaluation that emphasize on technical and formal aspects, it is manifested the need to incorporate emancipatory perspectives that bring other methodologies and other evaluation epistemologies. In the first survey it was pointed out that the work on gender indicators allows “landing” the gender perspective from the general to the particular of the interventions to be evaluated. In this regard, the importance of innovating and moving towards indicators capable of reflecting different inequalities, especially those of gender, was pointed out.

In the interviews conducted, several of the people interviewed agreed that the available indicators do not usually allow for an account of the cultural and gender dimension, as well as the reproduction of inequalities. Given this, it is necessary to produce localized and particularized indicators to the reality of Latin America, capable of responding to the diversity of contexts within their countries.

c) Composition of the evaluation teams

The composition of the evaluation team can become a facilitator or an obstacle to transformative evaluations with a gender
approach. It seems advisable to include gender parity in the evaluation protocols, in order to take care of the representation of men and women in the teams while being alert about the distribution of the task list and assessment of contributions. It is postulated to ensure that someone from the team, ideally an expert in gender, leads the incorporation of this approach throughout the evaluation process, avoiding transforming it into a mere “annex” that is added at the end of the evaluation. This gives legitimacy to the analyzes from this approach, making them cross-sectional to the whole evaluation - without limiting them to the section of the report entitled “Gender”.

**d) About the evaluative process**

Aspects such as the necessary flexibility and capacity to respond to unforeseen situations are valued as important to carry out transformative evaluative processes. The necessary dialogue between the evaluation team and the commissioners of the evaluation throughout the evaluation process becomes a central piece for its success.

This also implies the challenge of articulating gender inequality with other inequalities given by age, religion, class, ethnicity, habitat, etc., making them transversal to the whole evaluation process and not as a specific section of the evaluation report. That is, apply an intersectional perspective.

**e) Complementarity of approaches**

Gender approaches and cultural relevance are counterhegemonic, so there are resistances in multiple spaces for their incorporation. The evaluation with a gender-transformative

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2 Intersectionality is a tool for analysis, advocacy work and policy making that addresses multiple discriminations and helps us understand how different sets of identities influence access to rights and opportunities. Taken from: http://www.inmujeres.gub.uy/innova-portal/file/21639/1/2_awid_interseccionalidad.pdf. Retrieved on July 9, 2018.
approach allows integrating the contributions of feminism, human rights and the struggle to overcome inequality. In this sense, it is desirable that the “issue” of an evaluative approach with a focus on human rights and social equity becomes an important part of the common sense of the evaluators.

For the people interviewed, evaluation entails getting involved with cultures, which implies avoiding “universal recipes” that often clash with different cultural realities. In some of the countries it was mentioned that the incorporation of cultural relevance in evaluations is even more delayed than the gender approach. It is important not to lose or relativize the universal value of human rights, respecting differentiated cultural practices and taking care that they do not attack these rights as long as they do not reproduce gender inequalities. At the same time, there is also the need to reflect on whether the human rights framework does not in turn bear a particular bias (white, European, etc.).

f) Incidence in public policies

Evaluation is not neutral, and it has the capacity to question the established power. Therefore, it is essential to strengthen the political perspective of evaluation, as well as the promotion of an ethic committed to the communities or groups evaluated. If evaluation is conceived as a tool for social transformation, it is necessary to give relevance to the way in which the conclusions of the evaluative processes are communicated, converting the results of the evaluation into useful information so that people live better.

Along with this, it is important to strengthen the argumentation and negotiation to articulate new approaches and the transforming view of the evaluation, showing what are the benefits of incorporating a perspective of gender and cultural relevance.
g) Relevant competencies

The first survey indicated that the relevant competences refer to those theoretical, technical and personal skills that evaluators should have in order to carry out a gender-transformative evaluation that are culturally relevant, including: i) knowing how to listen sensitively; ii) address the complexity of the contexts in which women and communities develop their daily lives; iii) assume gender perspectives from the point of view of the groups evaluated; iv) take into consideration masculinities and sexualities; v) provide space for creativity, respect, to be flexible and adaptable and work with humility; iv) to develop competencies aimed at overcoming the new colonialisms that may arise in development policies, programs and projects.

In the second survey, the previous competencies were deepened, giving special importance to the competencies related to the political understanding of the contexts and realities that are intervened and evaluated, as well as the need to politically influence with the evaluations.

The evaluators with a gender transformative approach must know the socio-political matrix in which the evaluation is inserted, in order to be able to generate questions that reveal the existing inequalities. It is pointed out that evaluation requires a certain sensitivity, an “artistic” one, in order to get involved with the world that is being reasonably tried to be valued. Evaluation training should therefore promote all these facets: the politic, technical and the “artistic” ones.

The ability of empathy by all the actors involved in the evaluation is strongly valued, committing themselves with the stories heard and developing an analytical capacity regarding the structural dimension of social problems. Some of the competencies that are indicated as key to an evaluator with a gender transformative approach and cultural relevance are the following:
> Capacity to break theoretically and politically with the hegemonic perspective and purely technical-formal evaluations.

> To handle diverse methodologies of apprehension of the reality and not only the classic ones, having the capacity of making methodological innovation, involving qualitative and quantitative techniques.

> To have a participatory perspective of evaluation, capable of integrating the different social actors throughout the process.

> Analytical competencies based on the management of the matter, well use of indicators, sensitivity to relate situations with theories that allow interpreting reality. Along with this, being able to recognize if a policy is adjusted to the cultural reality and how it affects people, while assessing whether it generates gender inequalities.

> Interpretive and discovery capacity, sensitive to observe situations that may cause harm to people, particularly women. Understanding of the meaning of what people express, without prejudging.

**h) Contributions for the training of evaluators**

In the initial survey it was pointed out the need for pedagogical strategies that allow for the training of evaluators who recognize their political / technical role, with gender sensitivity and cultural relevance. It was pointed out that the different curricula tend to ignore the uniqueness of local contexts and problems, as well as cultural, linguistic, social and gender diversity. The programs and training courses do not keep consistency between time of duration - contents - learning objectives of the transformative evaluation with a gender approach. Added to
this is the resistance of some actors to the explicit treatment of the transformative or feminist approach, either because it would threaten the “neutrality” of the evaluation or because it does not visualize the importance of integrating new approaches in the context of the resurgence of conservative discourses in the region. Therefore, a “blindness to gender” persists, as well as resistances to place gender equality as a central element in evaluations.

At the level of theoretical contributions, the people interviewed suggest presenting and clarifying as key issues the following ones: what gender is and what it implies for human development; how gender is articulated with the need for empowerment of human rights holders; how to work gender mainstreaming in development interventions; the institutional analysis with a gender approach.

At the level of methodological contributions: the need for training institutions to perform a weighted combination of quantitative and qualitative analysis is emphasized, while critically reviewing the construction of indicators capable of integrating the transformation criterion. To this must be added methodologies that facilitate the demonstration of changes in the realities of gender, which are not captured by traditional indicators, specifying in what conditions to use them and when not.

At the institutional level: the gender transformative approach requires that institutions and organizations assume the need to reduce inequalities and structural gender inequalities. The training and training instances should aim to influence the evaluation process in order to incorporate the gender transformative approach from the beginning, providing the arguments that account for the need to seek the transformations required for the development process to advance to a greater speed. It is also recognized that there is a gender bias in the training itself
in evaluation, given that the main authors and references are still men, while women tend to be more linked to gender issues, which would transform them into a *ghetto*.

In accordance with this development, the following general recommendations were made:

> Remove the evaluation of the technical space and put it in a socio-political context.

> Make known the inequalities that different groups have and from that inequality challenge the evaluation, generating questions that trigger the evidence of those inequalities.

> Include the epistemological discussion on alternative scenarios, democracies from the south, start thinking more from a sociology of culture and not only from a sociology of the State.

> Think more about the micro situations, the link between the territory, its culture and the presence of the State, maintaining a balance so that they do not become only a reflection of a singularity, since it is understood that public policy is part of a project national inclusion.

In relation to the gender approach, the need to incorporate the following elements was pointed out:

> A theoretical discussion on gender and sexuality, as well as on the power relations that exist in a patriarchal society, as is the case of Latin American societies.

> Contributions on social movements of gender identity and how these movements participate or not of public policies (in all its phases) towards the fight against gender inequalities and sexual differences.
Contextualize which programs involve a gender perspective and consider in the evaluation of these programs the revision of their results indicators from a transformative perspective, making sure that these indicators are not merely technical.

Propose a new perspective of evaluation, that surpasses the positivist looks, promoting a rupture with the hegemonic discourse.

To materialize all this in an evaluation curriculum is difficult. It implies that an evaluator must handle a plurality of elements on theory and methodology, operation and role of the State, policy issues, knowledge of the culture and the territory where the public intervention is made, ethical procedures in evaluation, while managing technical aspects of management and budgets.

In the next section of this document a proposal of Competency Profile in Transformative Evaluation with cultural relevance for Latin America is presented, collectively constructed as a contribution to the development of curricula appropriate to the realities of the region.
## Annex:

**List of People Interviewed**

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<th>No.</th>
<th>Name</th>
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<th>Location</th>
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<tr>
<td>1</td>
<td>Andrea Peroni</td>
<td>Coordinadora Núcleo de Evaluación de Políticas Públicas, Universidad de Chile</td>
<td>Chile</td>
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<tr>
<td>2</td>
<td>Diego Pereyra</td>
<td>Especialización en Evaluación de Políticas Públicas, Universidad Nacional de Lanús</td>
<td>Argentina</td>
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<tr>
<td>3</td>
<td>Julián Bertranou</td>
<td>Maestría y Especialización en Planificación y Evaluación en Políticas Públicas, Universidad de</td>
<td>Argentina</td>
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<tr>
<td>4</td>
<td>Olman Villarreal</td>
<td>Maestría en Evaluación de Programas y Proyectos de Desarrollo, Universidad de Costa Rica</td>
<td>Costa Rica</td>
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<td>5</td>
<td>Jeanne Lafortune</td>
<td>Diplomado en Evaluación de Impacto, Pontificia Universidad Católica de Chile</td>
<td>Chile</td>
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<tr>
<td>6</td>
<td>Alcides Gussi</td>
<td>Maestría en Evaluación de Políticas Públicas, Universidad Federal do Ceará</td>
<td>Brasil</td>
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<td>7</td>
<td>Gabriela Pérez</td>
<td>Coordinadora CLEAR Diplomado de Evaluación y otros varios cursos, CLEAR para América Latina -</td>
<td>Mexico</td>
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<tr>
<td>8</td>
<td>Susana Guevara</td>
<td>Diplomado de Monitoreo y Evaluación Universidad Católica de Perú</td>
<td>Peru</td>
</tr>
<tr>
<td>9</td>
<td>Cristina Díaz</td>
<td>Maestría en Evaluación de Políticas PúblicasUniversidad Nacional de Entre Ríos</td>
<td>Argentina</td>
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Chapter II

Evaluating with a Gender Transformative and Culturally Relevant Perspective: A Competency-Based Approach

“To know how to be, you have to first transform yourself... be very conscious and have a position in relation to the gender approach and gender transformation”

(María Dolores Castro, Bolivia)

This section was drafted by Silvia Salinas-Mulder based on the work carried out since 2015 for the construction of an “Integral Profile of Competencies for Evaluators from a Gender-Transforming and Culturally Relevant Approach in Latin America and the Spanish-speaking Caribbean. It contains inputs provided by various groups of professionals who, in different stages of the process, have contributed their ideas and suggestions to the construction of the Profile. It also includes the inputs presented by Azucena Hernández based on interviews conducted at the end of this project.

1. The story of the history

There are stories that make history, and this has to do in its beginnings with the virtual course of REDWIM and CLEAR-LAC entitled “From conventions to innovations: Agents of Change to promote a Gender Approach in Evaluations”.

TO “LEAVE NO ONE BEHIND”: Towards Capacity Building in Gender Transformative Evaluation with Cultural Relevance in Latin America
This was one of the winning initiatives of the global contest EFGR Innovation Challenge: a focus on equity and gender responsiveness in evaluations launched by the EvalPartners consortium in 2015. Its innovative approach included a participative preparatory process with a multidisciplinary group of Colombian stakeholders that guided by the DACUM (Development of a Curriculum) methodology, drafted a first set of evaluation competencies for different actors related to teaching, contracting, implementing and using evaluation.

The course, which brought together a powerful and committed group of professionals from government, academia, civil society sectors as well as evaluation practitioners, ended with an initial collectively developed profile of competencies to promote evaluation with a gender approach, articulating the technical, political and ethical dimensions.

This approach discards the previously prevailing assumption that it was sufficient to know to be able to do, highlighting the importance of skills and attitudes to transform knowledge into action and, at the same time, to generate the conditions of viability, ethical relevance and coherence of the evaluation process. Thus, the competency profile deals with performance and the real capacity to achieve an objective, solve a problem or achieve a result in a specific context. This implies an integral approach based on three related and interdependent factors: TO KNOW, TO BE AND TO DO.

1 A key principle of the DACUM method is that expert professionals can better than anyone else describe their functions. http://www.thecompetencygroup.com/competency-services/dacum-facilitation/ accessed August 1, 2018.
**Competency:** Ability to articulate and mobilize intellectual and emotional conditions in terms of knowledge, skills, attitudes and practices, necessary for the efficient, effective and creative performance of a certain function or activity, according to the nature of the work. Productive capacity of an individual that is defined and measured in terms of real performance demonstrated in a certain context of work and that results not only of instruction, but also of experience in specific situations of occupational exercise. (Organización Internacional del Trabajo – OIT)².

In November of 2015, under the inspiration of the launch of Eval-Gender+ in Kathmandu, Nepal, and in the context of the promulgation of the Sustainable Development Goals (SDGs) and its challenging mandate to leave no one behind, among several Spanish-speaking feminist evaluators colleagues emerged a collaborative initiative that concluded with a Decalogue of Evaluation with a Gender Perspective, nowadays a widely disseminated and appropriate proposal also in English-speaking contexts, which raises the approach to gender equality from the political, technical and ethical dimensions. The Decalogue constitutes a frame of reference to promote the gender approach as a quality criterion for evaluations and facilitates following the discussion on the competencies needed to evaluate with a gender perspective from a transformative and culturally relevant perspective, including competencies necessary to influence the construction of an enabling environment that demands and advocates for the institutionalization of the gender approach in the evaluations of development.

Integrate or insert all these perspectives of transformation and cultural relevance in evaluation in general, not only as a group of people who are trained in these issues; we have to make an effort to integrate these issues in the evaluation of evaluators and in the masters degrees that are now being implemented.

(Mónica Rosenfeld, Argentina).
In 2017 the South-South P2P project served to deepen the discussion on the needs and expectations of a gender-transformative evaluation in the Latin American cultural context, and thus validate and complement the proposal to contribute to the curricular development from a competencies approach.

Based on this revised proposal, the last phase of the project (April-June 2018) focused on obtaining a new round of feedback to the profile through interviews that reached a total of seven evaluation experts from Latin America and Spain, who shared their insights and suggestions, and made it clear that the cultural dimension is a challenge to further deepen. This is due to the complexity involved in transcending the mere adaptation of evaluation to the diversity of cultural contexts, towards addressing existing context-relevant power-relations and inequalities. All this without ignoring the particularities and respecting the rights of indigenous and original peoples.

*There are those people who, even if they agree on an intervention from this perspective, they will at the same time continue being passive observers of cultural dynamics considered unalterable, given the assumption that the researcher should avoid a unilateral judgment of the world. Regarding this, some experts recommend having a clear idea of what is meant by transformative evaluation.*

*(Sergio Martinic, Chile).*
Decalogue of evaluation from a gender perspective

This Decalogue seeks to help avoid the evaporation and technocratization of gender issues in evaluation in order to contribute to more gender-transformative practices.

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<tr>
<td>1</td>
<td>Recognizes and values the <strong>POLITICAL DIMENSION</strong> of evaluation to contribute to <strong>TRANSFORM GENDER INEQUALITIES</strong> and promote <strong>SOCIAL JUSTICE</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>Assumes that <strong>PUBLIC POLICIES, PROGRAMS AND PROJECTS</strong> and their <strong>EVALUATION</strong> are <strong>NOT GENDER NEUTRAL</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>It is a <strong>QUALITY CRITERION</strong>: Gender perspective should be applied to all kinds of policies, programs and projects.</td>
</tr>
<tr>
<td>4</td>
<td>Implies questioning <strong>GENDER POWER RELATIONS</strong> analyzing <strong>RESULTS AND PROCESSES</strong>.</td>
</tr>
<tr>
<td>5</td>
<td>Proposes a holistic approach: one which looks at <strong>PEOPLE, ORGANIZATIONS/INSTITUTIONS</strong> and <strong>THEIR ENVIRONMENTS</strong>.</td>
</tr>
<tr>
<td>6</td>
<td>Promotes <strong>PARTICIPATORY AND COLLABORATIVE WORK</strong> to build <strong>COLLECTIVE KNOWLEDGE AND EMPOWERMENT</strong>.</td>
</tr>
<tr>
<td>7</td>
<td>Focuses on <strong>ACCOUNTABILITY, LEARNING, IMPROVEMENT AND ADVOCACY</strong> with a view to transforming gender inequalities.</td>
</tr>
<tr>
<td>8</td>
<td>Generates <strong>ANALYSIS, CONCLUSIONS, RECOMMENDATIONS AND LESSONS LEARNED</strong> to promote <strong>CHANGES IN GENDER relations</strong>.</td>
</tr>
<tr>
<td>9</td>
<td>Uses <strong>GENDER ANALYSIS</strong> and other tools and methodologies and adapts them to <strong>LANGUAGE AND CULTURAL CHARACTERISTICS</strong> of local communities.</td>
</tr>
<tr>
<td>10</td>
<td>Analyzes how <strong>GENDER INEQUALITY INTERSECTS WITH OTHER INEQUALITIES</strong>.</td>
</tr>
</tbody>
</table>

Contributed by: **Fabiola Amariles and Silvia Salinas** (LA&C Network of Women in Management, REDWIM), **Julia Espinosa and María Bustelo** (Gender & Evaluation TWG, European Evaluation Society), **Alejandra Faúndez and Marisa Weinstein** (Gender, Evaluation and Human Rights Group, ReLAC).
2. Background and inspiring experiences around building competencies profiles in evaluation

In 2015, the first proposal took as a base and inspiration the experiences in the development of competencies profiles in evaluation in three countries: Peru, South Africa and Canada. Even having a very similar objective, these experiences also showed the diversity of conceptions, expectations and responses to the current question about who is a good evaluator and the corresponding competencies. The three diverse proposals highlight each particular aspects such as precision, multi-actor approach and emphasis on reflexivity. But what they all definitively share is a great vacuum regarding a gender perspective and a limited approach to the cultural dimension, centred on the importance of contextual knowledge.

Peru:

The team of professionals from the Evaluations project, a USAID contractor, implemented a pioneering experience in Peru, aimed at developing a “Competency profile of the professional who performs functions of monitoring, evaluation and management of evidence of development programs and projects”\(^3\). The work contemplated a theoretical review, the search of background information (normative, of policies, guidelines, profiles) and interviews to experts on the subject. No specific M&E profiles were found using the functional analysis, but there were experiences of application of the functional method in different professional and occupational areas, providing relevant information that contributed to the construction of the proposal. The work resulted in a proposal based on the functio-

nal analysis framework that includes both the evaluation area and the monitoring and management of evidence, addressing two types of competencies:

> **The specific competencies**, which refer to those M&E related technical competencies that the monitoring and/or evaluation specialist undertakes when performing his/her functions.

> **Key competencies**, also called central or generic competencies, are those connected with the personal and social characteristics of the person, and which facilitate adaptation, sociability and work organization. They have to do with social skills, the ability to work with a team, continuous updating to adapt to changes, ethical behaviour, among others.

**South Africa:**

The development of evaluation competencies in South Africa takes place in the post-1994 context, when the nation moved from an apartheid state to a democracy, implying a substantial change in the role of government in relation to donors, civil society and citizenship. This history and the beginning of a new constitutional, institutional and democratic period, provided the context to explain the rapid growth of the evaluation agenda and the emerging government need for competent evaluators to support the performance improvements, as well as the need for transparency and accountability, both internally and in relation to international actors.

Thus, in 2011, and after foreign visits to collect evaluation experiences from the governments of Mexico and Colombia, the National Evaluation Policy Framework (NEPF) emerged. In order to promote the use of evaluation, the NEPF **prioritized the use of evaluation, acknowledging the importance of systems and with an emphasis on learning.** It seeks to provide a common language for South Africa and defines six different types of evaluation: (i) diagnosis; (ii) design; (iii) implementa-
tion; (iv) impact; (v) financial/economic; (vi) synthesis of evaluations (lessons learned from different evaluations). The NEPF also promotes transparency by noting that evaluation reports will be made public.

In this context of an evaluation boost, the process of developing competencies took into account three types of actors:

> **Programme manager:** who on the one hand must identify the need for an evaluation and, on the other, make use of the evaluations.

> **M&E advisor:** belongs to a government department or stance; influences management and evaluation decision-making.

> **Evaluator:** is responsible for the implementation of an evaluation; can be internal to the government or external to it.

As a result, a document entitled “Evaluation Competency Framework” was written, which describes the competencies for each of these actors, organized around four dimensions: (i) general considerations; (ii) leadership; (ii) evaluation skills; (iv) implementation of evaluations.

**Canada:**

The competency proposal of the Canadian Evaluation Society (CES) is grouped into five dimensions: 4

> Reflective practice: it focuses on the norms and values that underlie the evaluative practice and on the individual conscience on the own expertise and the need for growth.

> Technical competencies: these focus on the specialized aspects of the evaluation, such as design, data collection, analysis, interpretation and reporting.

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Situational practice: focuses on the application of evaluative thinking in the analysis and approach to the particular interests, issues and contextual circumstances in which the evaluation skills are implemented.

Measurement practice: focuses on the process of managing a project / evaluation, such as budgeting, resource coordination and supervision.

Interpersonal practices: they focus on skills with people such as communication, negotiation, conflict resolution, collaboration and diversity.

3. Our proposal and the responses

Our competency profile proposal is organized as a system with seven dimensions that seek to articulate an integral approach, both from the perspective of the themes or contents identified as necessary, but also from an integrated approach to the political, ethical and technical aspects of evaluations.

a) General considerations:

Refer to the “crosscutting” aspects that build on the positioning of the evaluator, like critical knowledge of the context, his/her conceptions of otherness and reflective capacity; in the words of one of the expert reviewers, “the hidden profile of an evaluator”.

- Knowledge and understanding of the context and culture; the particularity, the complexity, the force and power relations, the fundamentalisms
- Ethics and (self-) reflexivity
- Interpersonal skills
Dimensions of the Integral Profile of Competencies in Evaluation from a Gender Transformative Approach with Cultural Relevance
> Negotiation and management of opposing forces

> Approach, appreciation of otherness (communication, intercultural relations)

I think it’s important to have all these skills and this openness to develop this profile. Apart from the skills of intercultural dialogue, it is important to be able to conduct a dialogue in intercultural contexts, because it is important to conduct it properly. Communication skills such as active listening, reflexivity with the actors, I think are very linked to cultural relevance. (Marcia Itzel Checa, Mexico).

Other competencies have to do with human and social relationships, which are very sensitive, especially in contexts that are marked by discrimination or marginalization. In these contexts that are highly sensitive, communication skills are very important. We are talking about active listening, knowing how to provide feedback, being able to put ourselves in the role of the other, establishing a teaching-learning relation with the other. It is about being open in more horizontal relationships, to engage in dialogue, cooperation and teamwork. (Luis Sobe-rón, Peru).

It is very important that the evaluator has well internalized values regarding respect for others, confidentiality, the appreciation of different thoughts and a critical and reflective capacity of what he/she is listening to and observing. To value interculturality and gender inclusion the most important thing is appreciation for others, giving others legitimacy of. (Sergio Martinic, Chile).
b) Evaluation skills:

Refer to the “basic” general framework that makes an evaluating profile, and that includes the knowledge and ability to analyse the current regulatory, institutional and policy framework related to evaluation, as well as theoretical, methodological and practical evaluation knowledge, in addition to broader research competencies.

- Normative and policy framework
- Evaluation discipline and practice
- Research practice

Understanding and managing different evaluative approaches (summative judgments, theory of change, pluralistic approach, transformation approach) and how to include a gender and intersectionality approach [...] Ability to select a methodological approach and techniques for collecting information in accordance with the evaluation and the purposes of the evaluation. Understanding of the unique characteristics of the evaluation. (Julia Espinosa, Spain).

c) Implementation of the evaluation:

Dimension that refers to the realization of the evaluation and that includes the whole cycle, from the planning to the communication of the results and recommendations.

- Evaluation planning
- Identification and management of actors taking into account how we see and value them, their involvement and participation in the evaluation
> Field work; motivation and adaptive management, creative and respectful of participation

> Evaluation management

> Report writing (systematization and triangulation of information), evidence management

> Improvements (recommendations and proposals)

> Assertive and relevant communication (presentation, development of appropriate products for the different audiences)

> Something that seems to me to be absent is how much we are proposing a more participatory approach, participation that although it is something very trite, it is not necessary to pass it for obvious. (María Dolores Castro, Bolivia).

> Creativity, respect, being ductile and working with humility are life principles that should be reflected in the evaluations. (Carmen Colazo, Paraguay).  

> All the phases of the evaluation must be considered, from the identification of the problem, ex-ante evaluation, evaluation of processes, and evaluation of results/impact. Evaluation is not only at the end, but it can (must) be done from the idea of a project. (Josette Arévalo, Ecuador).

d) **Gender perspective or approach:**

This is the heart of the Profile proposal, a competency that must, in turn, be integrated into all other competencies, for its

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5 Carmen Colazo participated in the first phase of the project.
effective concretion. It includes a wide range of knowledge, skills and attitudes that the evaluators must develop.

- Understand the non-neutral and political dimension of evaluation
- Theory and conceptual knowledge of the gender perspective
- Contextual gender knowledge and evidence
- Awareness of national and international gender norms, commitments and institutions
- Gender assessment and analysis
- Participatory methods and techniques
- Adopt and adapt gender analysis tools
- Integrate gender in all stages of the evaluation
- Analysis of the indicators and what they “indicate”; what is not visible relevant to gender
  - Intersectional analysis
  - Generate evidence, analysis and recommendations to help transform unequal gender relations

I would direct the gaze to the gender or intersectional approach, recognizing that gender crosses - in a systemic way - the rest of inequalities [...] It would include: generation of data and information disaggregated by main inequality factors and always by gender. I think it is important to note that participatory techniques must be aware of power relations in the analysis of design, application and analysis. (Julia Espinosa, Spain).
e) Leadership:

Is based on the assumption that today the environment is frequently not receptive or favourable to include a gender perspective in evaluations. Thus evaluators committed to include a gender perspective in their practice must also play a leadership and change-actor role by promoting the recognition and operationalization of gender as a quality criterion for development evaluations.

> Identify the main external and internal factors that inhibit and those that facilitate a gender focus in evaluation

This profile requires much knowledge of gender issues and the history of feminism, which are not separate, but are two different things; absolute respect for otherness, for the diversities of people, requires a lot of negotiation skills with the actors. It is not enough for them to name or dominate gender issues, sometimes they do not know anything and, even further, they do not care. It is important to clean up the speeches always reflecting, and at the same time re-signifying the words and concepts. Gender issues have been expanded as words, not as political concepts. (Mónica Rosenfeld, Argentina).

From the cultural perspective there can also be gender relations that can be very unequal from our urban perspective but can be valid and legitimate from an insider’s cultural approach. And that is why capacity for criticism is required to be able to discern when we are facing gender inequality and when it is about differences that are specific to the culture. (Sergio Martinic, Chile).
Sensitize the main leaders and actors of the organization on the importance of including a gender perspective in evaluation

Motivate the commitment and participation of key actors to include a gender perspective

Facilitate teamwork to build a participatory gender approach in evaluation

Develop creative, relevant and realistic proposals to include a gender approach

Establish strategic alliances to promote a gender focus in the evaluation

Manage resistances

Communicate and report on change initiatives

f) Change management:

This dimension is one of the most important contributions made in this last phase, which refers particularly to one of the main challenges that evaluation faces today: its use. This di-

I would see it more as the ability to identify the inhibiting factors ... for me, it is the key aspect of good leaders. Also, I would not only talk about gender but about gender+ or intersectionality. In the point of sensitizing the principals, I believe that we should not only link it to the evaluation, but also to the whole cycle of the policy/program and to the institutions/organizations that promote and implement it. (Julia Espinosa, Spain).
mension identifies the knowledge, attitudes and skills required to motivate and support the implementation of changes based on the findings and recommendations of the evaluation.

> Develop relevant arguments on the importance of including a gender perspective in the evaluation

> Develop conceptual, strategic and operational proposals to include gender in evaluation

> Implement evidence-based motivation processes to include gender in evaluation

> Develop a detailed plan to implement the inclusion of a gender perspective in evaluation, considering the capacities and resources needed

> Implement the plan

> Manage risks and resistances

> Monitor the achievements and difficulties in the implementation of the gender perspective

> Propose adjustments and improvements based on monitoring information

> Inform the managers and all organizations about the process and achievements

> Influence the key actors for the institutionalization of a gender perspective in evaluation

Not only a gender perspective, but also cultural relevance. [...] Planning and communication knowledge/skills are required to manage change. The messages must be understood by different actors. (Josette Arévalo, Ecuador).
g) Lobbying and advocacy:

The top of the proposal has to do with connecting evaluation with the possibility of advocating and influencing changes based on the findings and recommendations of the evaluation. It is about producing substantive changes in various areas and levels, from public policies to gender-blind ways and criteria of traditional evaluation.

- Develop recommendations and proposals based on evaluations to contribute to gender-transformative policies, programs and projects
- Analyse actors to promote a gender perspective in the evaluations and, in addition, the use of the results of evaluations to transform inequality and unjust gender situations
- Implement multiple culturally relevant advocacy strategies so that diverse actors get support
- Develop alliances and coordinate with individuals and gender-sensitive groups, the actions necessary to achieve the desired changes

*Change management has a fairly strong connection with leadership competency, to persuade people to assume certain behaviours, so that people revise certain ways of thinking. Change management is to think about how we do or how we influence so that people review their way of thinking, their way of perceiving.* *(Luis Soberón, Perú).*
4. Because to finish means to start: the challenges ahead

Since 2015, we have made progress in the participatory and collaborative development of a competency profile, which has allowed us to specify certain fundamental ideas that remain often abstract, such as the gender and transformation approaches, as well as cultural relevance. In this regard it is also worth mentioning that in addition to the interviews conducted, a webinar was organized to present the results of this final stage, as such a new opportunity for feedback, also captured throughout this chapter.

Onwards, as Monica Rosenfeld emphasizes, the bet should be towards a policy or policies for the institutionalization of a sustainable competency-based training of evaluators in the region, including training in and outside the classroom, as well as extension education.

On the other hand, it is important to emphasize that these are not static proposals, but they are subject to permanent construction, improvement and re-construction, given the changing and complex contexts, trends and dynamics:
In this framework, and in addition to the great challenge of being able to implement and validate the proposed profile within the professionalization practice, we can identify some areas to continue working on the improvement, coherence and potential of the proposal:

*Cultural relevance:* as we already anticipated, it is a key dimension to deepen in the profile and at the same time operationalize in a clearer and more specific way, not only as an aspect in itself, but also in its relation to gender. In this context, some questions arise: What does a gender transformative and culturally relevant proposal mean in practice and also from an ethical and political perspective? What are the
limits? How do you combine respect and appreciation of diversity, self-determination and collective rights, with the intention of transforming gender inequalities, often intrinsic and justified in cultural identity and tasks?

In the cultural issue, not only is it enough to know other cultures but it seems to me that it is necessary for the central actor, in this case the evaluator, to know their own cultural evolution. Because it is a fundamental principle of otherness, because if I do not know who I am, I accept myself as I am, I do not know where I come from or I do not understand the culture where I come from, so I will not understand those of others. (Maria Dolores Castro, Bolivia).

Intersectionality: the profile focuses on the inclusion of a gender perspective and makes advances regarding its articulation with cultural relevance. However, it does not aim to address intersectionality, as a comprehensive expression of diversity and multiple inequalities, with its complexity and multiple interconnections and influences.

On the other hand, rather than ‘motivating commitment’ I would speak of using evaluation as a tool for raising awareness about gender inequalities. (Julia Espinosa, Spain).
Finally, it is only worth noting that the transformation has to do with power and that, being an essentially political proposal, it entails methodological consequences and raises the need for innovations also in the epistemological field. Certainly, the context of the SDGs, the needs and challenges of Latin America and the Global South, the diversity and complexity of the contexts, and the interconnections of inequalities and exclusions that characterize our realities, demand new evaluators and capacity development approaches in accordance with these new realities.
Annex:  
*People interviewed during the last phase of the project*

1. Josette Arévalo  
   *Ecuador*

2. Julia Espinosa  
   *Spain*

3. Luis Soberón  
   *Peru*

4. Marcia Itzel Checa  
   *Mexico*

5. María Dolores Castro  
   *Bolivia*

6. Mónica Rosenfeld  
   *Argentina*

7. Sergio Martinic  
   *Chile*
Appendix

Questionnaire used for mapping

P2P Project - EvalPartners:
“Developing a culturally sensitive curriculum on transformative gender evaluation based on best practices: South-South cooperation”

QUESTIONS FOR DIAGNOSTIC SURVEY

INSTRUCTIONS
Completing this survey will possibly involve about 20 minutes or more of your time, but your contributions are really important to us, so we greatly appreciate your willingness.

After the request for personal data, the questions are classified into two parts:

Part 1) Priorities for the design of training strategies in the gender transformative approach, with cultural relevance and aimed at the monitoring, evaluation and social control of the ODS Sustainable Development Objectives and the Global 2020 Assessment Agenda of EvalPartners.

Part 2) Experiences in the application of the transformative approach of gender in evaluation, from which we will identify good practices, challenges and opportunities.

Personal Information

1. Name:
   Your answer

2. Gender
   O Male
   O Female
   O Other: __________________________
3. Country
   Your answer

4. Email address
   Your answer

5. Profession
   Your answer

6. What sector do you work in? (Check all that apply)
   □ Public
   □ Private
   □ International organization
   □ Non-governmental organization (NGO)
   □ Academic
   □ Independent Consultant
   □ Researcher
   □ Other – Please specify? ________________________________

7. What role do you play: (Check all that apply)
   □ Evaluator
   □ Teacher
   □ Gender expert
   □ Decision maker
   □ Official or public server
   □ Consultant
   □ Researcher
   □ Other – Please specify? ________________________________
8. Institution
Your answer

9. Years of experience in evaluation with a gender approach
   - None
   - 1 - 5
   - 5 - 10
   - +10

**PART ONE: Priorities for the design of strategies for dissemination and training in the transformative approach of gender with cultural relevance.**

10. Have you participated in or know about training programs or programs in Gender Transformation Evaluation or Gender Focus in Evaluation?
   - I did not participate or know (go to question 11)
   - I only know, but have not participated (answer questions 10.1 to 10.5)
   - I participated (answer all of the following questions)

10.1. Type of training
   - Virtual (e.g. online, webinar, etc.)
   - Face to face
   - Other – Please specify?

10.2. Institution that offered the training
   Your answer
10.3. Duration (months)
Your answer

10.4. What strengths can you identify in this program?
Your answer

10.5.a. What weaknesses do you identify in this program?
Your answer

10.5.b. Do you have suggestions for improvements?
Your answer

10.6. In what year did you participate?
Your answer

10.7. How did you participate in the training?
○ Teacher / tutor
○ Student
○ Observer
○ Other– Please specify?: ___________________________

10.8. Which were the most relevant topics that were of interest to you?
Your answer

10.9. What were the themes (not covered in the training) that you feel should have been incorporated?
Your answer

10.10. If you participated as a student in this training event, how did you use the knowledge you acquired?
Your answer
10.11. Have you participated in other training programs in Gender Transformative Evaluation?

- SI (answer the next question)
- NO (go to question 11)

10.12. Based on your knowledge and experience, what are the priority themes for capacity building in the gender approach in evaluation (gender transformative/sensitive evaluations)? Select and mark the THREE topics that you consider most important.

Your answer

11. Based on your knowledge and experience, what are the priority themes for capacity building in the gender approach in evaluation (gender transformative/sensitive evaluations)?

The Decalogue of Gendered Evaluation (https://goo.gl/c84jGe) describes the characteristics of this approach.

- [ ] 1. To recognize, value and apply the political dimension of evaluation to contribute to transforming gender inequalities and promoting social justice
- [ ] 2. Understand that policies, programs and projects, as well as their evaluation, are not gender neutral
- [ ] 3. Apply the gender perspective as a QUALITY CRITERION to all types of policies, programs and projects
- [ ] 4. Questioning power relations between genders, analyzing processes, results and impacts
- [ ] 5. Evaluate in a holistic way: people, organizations / institutions and their environments
- [ ] 6. Apply participatory methods for the construction of collective knowledge and the empowerment of communities
7. Incorporate, in addition to accountability and learning, the tools of leadership and advocacy for the transformation of gender inequalities into the evaluation process

8. Generate analyzes, conclusions, recommendations and lessons learned that serve to promote change in gender relations

9. Use gender analysis and other tools and methodologies, adapting them to the cultural and linguistic characteristics of the communities

10. Analyze how gender inequality is articulated with other inequalities depending on the contexts and the intervention sector

Por favor, elija solamente TRES temáticas.

11. 1. List the challenges and opportunities for implementation of the three topics you chose in the previous question in your country or region.
Your answer

11. 2. Write down the opportunities for the application in your country or region of the priorities you chose in point 11.
Your answer

PART TWO: Experiences in the transformative approach of gender in evaluation and good practices detected based on the guidelines of the “Gender Analysis Decalogue”

12. Based on your professional knowledge and experience, what are the main aspects that FAVOR the implementation of the gender approach in evaluation?
Your answer

13. What do you consider to be the main aspects that CHALLENGE the implementation of the gender approach in evaluation?
Your answer
14. If you have experience in applying the gender perspective in evaluation, we ask you to briefly comment on the one that you consider the BEST.
Please include a note on the following items: *) Who carried out the evaluation? (Government, NGO, funding agency, etc.)? *) What would they maintain and what would they change about the approach, methodology, tools, relationship with partners, communication, logistics, etc.? *) Why do you consider this to be your BEST experience in implementing a transformative gender evaluation?

Your answer

We are truly grateful for your contributions to this survey, and we are committed to share the results of the survey with you. If you have any additional comments, please do so below.

Your answer
Context, participation and equity: The colors of the transformation
The colors of the transformation

Context, participation and equity:
Under the inspiration of the Sustainable Development Goals and the challenge of “Do not Leave Anyone Behind”, this report presents the results of Latin America and the Spanish-speaking Caribbean of the Peer-to-Peer project of EvalPartners and EvalGender+ (2017-2018) entitled “Development of a culturally sensitive curriculum on Gender Transformative Evaluation”. Four regional networks of evaluation of the Global South participated in this project: in Latin America the Network of Latin American and Caribbean Women in Management of Organizations (RED-WIM) and the Monitoring, Evaluation and Systematization Network of Latin America and the Caribbean (ReLAC); for Africa, the African Network for Evaluation in Gender and Development (AGDEN), and for Asia the Community of Evaluators of South Asia (CoE SA). The objective was to exchange experiences and develop training proposals for the incorporation of a gender-transformative approach in evaluations, considering the cultural contexts and realities of the different regions.