IOCE/EvalPartners Project P2P 4-16:
Developing a Culturally Responsive Curriculum on Gender Transformative Evaluation based on best practices: A South to South Collaboration

FINAL REPORT

Latin American & Caribbean Women in Management Network (REDWIM)
Latin American & Caribbean Monitoring & Evaluation Network (RELAC)

Project Team Members for REDWIM/RELAC
(Latin America & Caribbean Region):

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^1^ With the exception of Annex I, the rest of Annexes are presented in Spanish language, as this is the mother tongue of the contributors and the materials need to be disseminated in the predominant language of the region.
## 1. Abbreviations

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<tr>
<td>AfrEA</td>
<td>African Evaluation Association</td>
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<tr>
<td>AGDEN</td>
<td>Africa Gender and Development Evaluators</td>
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<tr>
<td>CD</td>
<td>Capacity Development</td>
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<tr>
<td>CLEAR</td>
<td>Centers for Learning in Evaluation and Results</td>
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<tr>
<td>CoE SA</td>
<td>Community of Evaluators South Asia</td>
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<tr>
<td>EFGR</td>
<td>Equity Focused and Gender Responsive</td>
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<tr>
<td>IOCE</td>
<td>International Organization for Cooperation in Evaluation</td>
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<td>LAC</td>
<td>Latin America &amp; Caribbean</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>NEP</td>
<td>National Evaluation Policy</td>
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<td>NM&amp;ES</td>
<td>National Monitoring and Evaluation System</td>
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<tr>
<td>OECD-DAC</td>
<td>Organization for Economic Co-operation and Development/Development Assistance Committee</td>
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<tr>
<td>P2P</td>
<td>Peer-to-Peer</td>
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<tr>
<td>PM&amp;E</td>
<td>Participatory Monitoring and Evaluation</td>
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<td>REDWIM</td>
<td>Latin American &amp; Caribbean Women in Management Network</td>
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<td>RELAC</td>
<td>Latin American &amp; Caribbean Monitoring &amp; Evaluation Network</td>
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<tr>
<td>SDG / ODS</td>
<td>Sustainable Development Goals / Objetivos de Desarrollo Sostenible</td>
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<tr>
<td>VOPE</td>
<td>Voluntary Organizations for Professional Evaluation</td>
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2. Acknowledgments

The REDWIM/RELAC team for this P2P project received an ample professional support to the work developed in the LAC region during the seven-month period of this project. We would like to express our deep thanks to the following persons who participated directly and indirectly in the project:

Project team for REDWIM/RELAC:
Fabiola Amariles Erazo (Coordinator)
Silvia Salinas-Mulder
Pablo Rodriguez-Bilella

Participants in the Workshop in Cordoba, Argentina on March 21, 2017: “Designing collaboratively a Proposal for a Curriculum on Gender Transformative Evaluation for Latin America”.
Argentina: Mónica Rosenfeld, Celeste Ghiano, Pablo Rodríguez-Bilella
Bolivia: Silvia Salinas M., María Dolores Castro M., Lizzy Montaño, Martha Lanza
Chile: Sergio Martinic
Colombia: Fabiola Amariles E.
Peru: Brenda Bucheli

Writers and authors of annexes related to this final report (In Spanish):
Annex I Survey Questionnaire – Designed by the LAC P2P Project Team;
Validation/feedback from: Mónica Rosenfeld, Lidia Heller (Argentina); Gladys Demarchi, Carolina Muñoz M., Andrea Peroni, Marissa Weinstein (Chile); Lorena Salcedo (Ecuador); Jara Aracena Vicente (Spain)
Annexes III & IV Systematization & Summary of Findings from Survey Responses - Mónica Rosenfeld
Annexes V & VI Selected Cases & Summary of emerging issues – Pablo Rodríguez-Bilella & Fabiola Amariles E.
Annexes VII & VIII Competency profiles in evaluation: Peru, South Africa and Canada – Silvia Salinas-Mulder
Annex IX Module for Capacity Building in LAC: Silvia Salinas Mulder & Fabiola Amariles E.
Skype interviews Maria Dolores Castro M. (Bolivia); Lorena Salcedo (Ecuador).
Pictures Fabiola Amariles E.
3. Executive Summary

The Latin American and the Caribbean (LAC) team was compounded by members of two regional networks: ReLAC, the Latin American Evaluation Association, and RedWIM, Women in Management. This team developed a collaborative consultation process that initially introduced to a broad audience the idea of developing a curriculum and guidelines for mainstreaming a Gender Transformative approach into evaluation through capacity development (CD). From that dissemination activity, many people expressed their interest in this process, so they were included as additional volunteers to the coordination team.

A participative process was conducted to elaborate a survey aimed to map the existence of capacity development programs in the region, with an emphasis in a Gender Transformative approach in evaluation. The survey was tested and then distributed to members of the different evaluation networks of the region, to capture the perceptions from the evaluation community about the CD supply, but also to know from them about the priorities for themes to be covered under such CD programs.

The survey was built around the "Decalogue of Evaluation from a Gender Perspective", a document developed by a group of Spanish-speaking women under the inspiration of the launch of EvalGender+ in Kathmandu, Nepal in November 2015. This document was defined as a "living document", in permanent construction, which is an invitation to open it to the discussion.

The initial results of the survey were discussed in a face to face meeting held in Córdoba, Argentina, in March 2017, where ten regional experts from five countries participated. These results were also presented to the Argentinean Evaluation Network at the “Evaluation Week” in April 2017, where new feedback was gathered.

For the LAC region, the feedback received from the consultative process and the combined results of the survey and the validation workshop, made the project team to shift towards the development of a module to address the technical and leadership competencies required to conduct Gender Transformative Evaluation under the cultural conditions of the region.
The rationale behind this shift in the deliverables from the region was mainly that despite several advances, the principles of gender-based evaluation have failed to get established as routine standards for evaluating programs and projects. Thus, this proposal starts by recognizing gender-sensitive evaluators as leaders and actors/agents of change in implementing a "transformative" evaluation and -in turn- to influence and manage institutional relationships and changes.

On the other hand, the P2P project explicitly articulate the gender approach and cultural sensitivity, a challenge that falls short in the scope of a small project, since the most complex challenge within a gender approach lies in the need to overcome new colonialisms in evaluation, while questioning approaches to "cultural sensitivity" associated with fundamentalist notions of cultures as unalterable.

In the module proposed for Gender Transformative Evaluation, the work of evaluators as agents of change is framed within the three dimensions in which the gender approach is applied in evaluations: the ethical dimension, the technical dimension and the policy.

Our proposal to lead towards gender equality with cultural sensitivity through evaluation means a particular challenge that involves the analysis and questioning of the structures of power that may be reinforcing and perpetuating inequalities. It responds to the uneasiness and unsatisfied expectation of several of the people who responded to the survey carried out in the project: "The need to convert training, what has been learned, into a strategy for concrete action is clear."

We recognize that gender competences will essentially be those competencies aimed at transforming inequalities, injustices, violations of rights, discrimination and exclusion between men and women on the basis of gender. From this we present a proposal (under construction) towards an Integral Profile of Competencies to promote, manage and implement evaluations with a gender focus and cultural sensitivity, which in our judgment responds to the needs of “being, knowing and doing”, to professionalize evaluators as leaders and change agents as well.
4. Introduction

The idea for this project was born during the High Level meeting convened by UN Women/EvalGender+ group in New York City in March 2016, entitled: “No one left behind. Evaluating SDGs with an equity-focused and gender-responsive lens”.

Representatives from four VOPES from the Global South that were present in that meeting (AGDEN, Africa; CoE South Asia; REDWIM and RELAC Latin America & Caribbean), under the leadership of REDWIM, exchanged information about different Capacity Development programs on Gender and Evaluation that were taking place in these South regions under the auspices of CLEAR (the global Centers for Learning in Evaluation and Results) in the different regions.

The objective of that first exchange was to share experiences in Gender and Evaluation or in other aspects of interest to CLEAR in the different regions, in order to explore options for leveraging those experiences and produce capacity development alternatives to promote gender responsive evaluation of Sustainable Development Goals (SDGs).

For the Latin America & Caribbean region, the course offered by REDWIM "From Conventions to Innovations: Change Agents to Drive the Gender Approach in Evaluations", and the involvement of many members of RELAC in that course, was an opportunity to join efforts and explore what the two VOPES from the LAC region could do to promote Gender Transformative Evaluation and to adapt methodologies and tools of other regions to offer innovative capacity developing programs to evaluators and other actors for achievement of the Sustainable Development Goals.

The Call for Proposals from the Peer-to-Peer (P2P) Grants Program of EvalPartners was a golden opportunity to join VOPES from other regions of the Global South in this effort. It invited to apply for grants for implementation of partnership projects jointly developed by at least two VOPEs. The idea was to encourage VOPEs to form mutually beneficial partnerships with each other to promote shared advice and learning.

So the four VOPES mentioned above, representing three regions from the Global South (Africa, Latin America & Caribbean, and South East Asia) were approved a small grant for a project to develop a curriculum and guidelines for mainstreaming a Gender Transformative approach into evaluation through capacity development (CD), based on existing best practices and innovative ways to develop technical and leadership competencies for promotion and application of the approach.

The two VOPES from the Latin America and Caribbean (LAC) region are:

**REDWIM – Latin American & Caribbean Women in Management Network**, a professional group formed in 1997 to promote reflection and exchange of ideas between women and men who work and study issues related to gender, leadership, and women's development in organizations, and seek to promote equality in gender relations in Latin America and Caribbean. REDWIM promotes evaluation of policies, programs and
projects with a Gender Equality perspective, and the actions implemented by the Network contribute to the achievement of the Sustainable Development Goals (SDGs).

**RELAC – Latin American & Caribbean Monitoring & Evaluation Network**, is a network of evaluation networks aimed at contributing to capacity building in monitoring and evaluation, launched in October 2004 in Lima, Peru. Since then it has held four regional conferences, it has 16 national VOPEs established, and counts with more than 1,600 members. ReLAC vision aims to strengthen the culture and practice of monitoring, evaluation and systematization as a fundamental social and political process held in order to improve policies, programs and projects in an environment of greater transparency and citizen participation.

The project called for the development of a Master Plan curricula of a culturally responsive e-learning program on Gender Transformative approach in evaluation of each region. For the LAC region however, the consultative process implemented (which is described in this report) and the combined results of the survey made and the validation workshop held in Córdoba, Argentina, made the project team to shift to the development of a module to address the need to develop the Technical and Leadership competencies required to conduct Gender Transformative Evaluation under the cultural conditions of the region.

The survey, workshop and interviews made also revealed that there are opportunities in different countries of the region to apply advocacy strategies to promote the demand for Gender Transformative evaluations. The project team considered that instead of a curriculum on technical competencies for these evaluations, which are well advanced in other South regions and further developed under this grant, efforts should be directed to update and adapt the modules already built by REDWIM in its capacity development program.

The emphasis of these modules should be to develop capacities of evaluators as CHANGE AGENTS that will not only apply technical abilities into the practice of the Gender Transformative Approach, but also to develop leadership and change management competences to promote the approach and apply advocacy strategies to increase the demand for those evaluations in the accomplishment of SDGs.

Thus, with the agreement of the other peer VOPES, we proceeded to prepare the module that is presented in Section 7 of this report. The module itself is included in Annex IX, entitled “Competences to MAKE, to KNOW and to BE: Towards a Transformative Evaluation with a Gender Approach and Cultural Sensitivity”.

After this introduction, in Section 5 we present the methodology followed to develop the outputs of this grant. The results of the survey and the process to select the cases to illustrate priorities in capacity development are presented in Section 6. The module on competences on gender and evaluation is included in Section 7, and finally Section 8 is dedicated to conclusions and way forward.

### 5. Methodology

A very participatory process was conducted with a double purpose of: 1) Mapping the supply of courses and other academic programs on Gender Transformative Evaluations in LAC; and 2) To select cases on evaluations with gender perspective in order to feed the construction of a curriculum on Gender Transformative
Evaluation with a cultural component adapted to the region. A survey was designed, tested and then distributed to members of the different evaluation networks of the region, to capture the perceptions from the evaluation community about the Capacity Development (CD) supply, but also to know from them about the priority topics to be covered under such CD programs that may be of interest for the LAC evaluation community. The results of the survey were discussed in a workshop with regional evaluation experts from five countries, where feedback on the entire process was also received together with an analysis of the “Decalogue of Evaluation from a Gender Perspective” that was central to this project.

a. Mapping current situation and priorities – Perceptions from LAC

Annexes III and IV (in Spanish) describe the results of an on-line survey made to the different evaluation networks in the LAC region. A questionnaire was developed for the Spanish and Portuguese-speaking evaluation community, which was previously validated through feedback from experts from the region other than the members of the project executing team.

Forty-one people (32 women, 9 men) from 15 countries responded to the survey. 75% of respondents are professionals in Social Sciences (Communication, education, political science, social work, psychology, sociology and law). Other professions (25%) include engineering (systems, industrial), economics, veterinary and mathematics, which accounts for the variety of fields of knowledge that participate or can contribute to the development of the Gender Transformative Evaluation in Latin America and the Caribbean Spanish-speaking countries.

More than half of those responding (51%, 21 people) are specialists in evaluation in general. Of these, 15 are women and 6 men. Six women gender experts answered the survey (15% of the total), no male gender experts replied to the survey.

A total of 32 respondents participated in training activities in evaluation with a gender perspective, among them 14 students and 18 teachers, observers or tutors of these activities. Nineteen people indicated that they took part in programs in virtual format.

From the information obtained, interesting contributions are noticed for the production of a curriculum that adds innovations and transformations to the current institutionalized and conventional guidelines.

"New realities are becoming visible, which it is difficult to observe with traditional theoretical and methodological perspectives. The usual evaluation indicators are very small windows to observe and report on more complex problems. Within the framework of the Sustainable Development Goals new and imaginative indicators and approaches are required" (Sergio Martinic, during the workshop on March 2017). In this perspective, it is desirable that the "question" of rights be part of the common sense of the evaluators.

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2 The following experts participated in the validation of the questionnaire: Argentina: Mónica Rosenfeld, Lidia Heller; Chile: Gladys Demarchi, Carolina Muñoz M., Andrea Peroni, Marissa Weinstein; Ecuador: Lorena Salcedo; Spain: Jara Aracena Vicente.
Similarly, there is a need to recognize social, cultural and plurality variables and observe and emphasize communication and dialogue. There is no plurality without dialogue.

b. Workshop: “Designing a Proposal for a curriculum on gender transformative Latin America in a Collaborative Way”

Annex II presents the report of this workshop held in Cordoba (Argentina) on 21 March 2017 with ten participants from five countries (Argentina, Bolivia, Chile, Colombia, Peru).

The overall objective of the workshop was to establish the basis for a proposal on a curriculum on gender-transformative evaluation culturally adapted for Latin America & Caribbean, for presentation and exchange with the other regions involved in the P2P Project, as a collective construction based on preliminary results of the survey conducted and the experience of the participants in the workshop.

The specific objectives were:

1- To socialize and analyze in a participatory way the preliminary findings of the online survey, identifying the key elements.

2- To deepen in some cases, identifying common elements and their "translation" in terms of training needs.

3- To outline a proposal / profile of competencies to guide the training of gender transformative evaluators with cultural relevance.

After contextualizing the Project among the participants, the group reflected on the importance of the so-called "epistemology of the South", of growing relevance in the region. There was also a discussion of the so-called "cultural relevance" that requires a frame of reference to know where we want to move forward, so an agreement is needed in this regard. New realities are becoming visible, which we find difficult to observe with traditional perspectives, both theoretical and methodological.

Important issues to be added: (i) the rights perspective in evaluation, which should be part of the common sense of the evaluator; (ii) the communication and intercultural dialogue, particularly relevant in a society that recognizes cultural plurality, so that there is no plurality without dialogue; (iii) to explain the role of evaluation in the joint construction of projects and proposals. Therefore, KNOWING TO BE WITH OTHERS, knowing how to coexist, could be added as a dimension to the Competences. Cultural sensitivity is not sufficient, hence the importance of an intercultural approach from rights, recognition of others and horizontal dialogue.
The next activity grouped the participants into pairs to analyze the different points of the “Decalogue of the evaluation with a gender perspective”. The Decalogue should complement the Evaluation Standards, not repeat them. They have to connect, and see themselves as specifying, not competing. It should be stressed how much the notion or concept of gender is associated with issues of power, and is not limited to simply being a category.

The workshop also included a presentation on the need to develop competency profiles for Evaluation with a Gender approach. At the center of this approach is the fact that gender and cultural issues are not merely technical but also ethical and political issues. And the evaluation practice needs to have this holistic approach as a quality criterion.

The competency module of the REDWIM / CLEAR / EvalPartners course consisted of reviewing evaluation competency profiles of different evaluation associations: Peru, South Africa, and Canada. The gender approach is not visible in any of them. There is great diversity between the approaches of each region.

In the case of Peru, specific competencies for evaluation (generic questions of the evaluating office) are incorporated, as well as key competences (personal-social) that gather some elements of coaching. South Africa presents four dimensions that should be covered in the competencies (for evaluators, advisers, decision makers, etc.): 1) general considerations; 2) leadership; 3) skills; 4) implementation. Canada has five dimensions: reflective practice, technical competencies, situational practice, measurement practice, interpersonal practices.

The final discussions of the workshop focused on the need to apply a “Change Management” approach by which, starting from a practice of monitoring and evaluation without the gender approach, we arrive at one that includes it. This process comprises four stages, which are sequential: motivation for change, organization of transition, implementation, and institutionalization of change.

It is necessary to generate a change that connects the technical with the political and ethical aspects. During the process it is recommended to highlight small achievements, to maintain the interest of those involved.

c. Participation of project representative VOPES in International meetings

The inter-regional team of the four VOPES participating in this P2P were able to participate in the following international meetings organized by EvalPartners:

- **New York City, March 2016**, during the High Level meeting convened by UN Women/EvalGender+ group, entitled: “No one left behind. Evaluating SDGs with an equity-focused and gender-responsive lens”. The basis for this South-South project was set at this meeting.
• **Kampala, Uganda March 2017**, Conference of the African Evaluation Association AfrEA. During the meeting of the Management Team of EvalGender+ in this conference, the project was presented to the group as one of the achievements of members of the Global South in this group. The project fits within the Capacity Development activities of EvalGender+. There was also a round table at one of the sessions of the Conference, where partial results of the project were presented. As a product of these meetings, the project team participated in the writing group of the declaration on “Gender issues in Evaluation” adopted at the conclusion of the AfrEA conference.

Also in the context of this conference, the P2P team for the three regions participated in the workshop convened by Bill & Melinda Gates Foundation “Made In Africa Evaluation: South-South Cooperation”, where the project was presented and team members made contributions to the broader initiative which purpose is to “advance evaluation theory and practice for development that embodies and emanates from realities of the global South”3.

• **Bishkek, Kyrgyzstan**, April 2017, Third Global Meeting of EvalPartners. Project team members met during this meeting to review advances of the project and to exchange ideas on how to produce the outputs avoiding duplications and making the most of capacity development plans already in place in each region. The advances of the project were presented in different opportunities during the discussions of the EvalGender+ group, as an example of joint initiatives between members of the group to exchange knowledge and to contribute to achieving its objectives.

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The presence of the P2P interregional project team in these international fora has given added value to the activities initiated at EvalPartners (through EvalGender+) towards the accomplishment of the EvalAgenda 2020. We are advocating for two key ideas related to the Gender Transformative Approach that we pursue: 1) To contribute to capacity development efforts through the construction of competences profiles for evaluators to undertake the approach; 2) To reinforce the idea that the use of the Gender Transformative approach should be a quality criteria in evaluation.
6. Survey results: Current perceptions and priorities in LAC

a) Perceptions on current training programs

Annexes III and IV present the results of the survey made to the LAC evaluation community as part of this project, regarding perceptions and priorities for capacity development programs on Gender Transformative Evaluation in the region.

The aim of the consultation was to collect the training experiences of the participants, the meaning given to the training by them, and the content proposals. From the testimonies collected in this consultation, we find that the training on evaluation with a gender approach does not include concrete methodological strategies and "practices" that allow scheduling such an approach in the field of public policies, governance, and the possibility of dealing with the weight that religion and other cultural issues have in the countries of the Region.

Respondents of the survey warn of the absence of pedagogical strategies oriented to the application of what is learned into the professional task, followed by monitoring and counseling. It is pointed out that, with few exceptions, the professional competences required for a Gender Transformative Evaluation, or for the institutionalization of such an approach, are not addressed; at the same time that new instruments of evaluation from the gender perspective were not found.

The curricula do not take into account, in general, the singularity of local contexts and problems, cultural and linguistic patterns and pertinence, social and gender diversity. There is neither a broad reference to normative and/or legal frameworks, which existence or not entails restrictions or opportunities for the deployment of rights with a gender perspective. The importance of taking into account the point of view of the groups evaluated and not only of the evaluator is emphasized as well.

In relation to the methodological dimension, it is emphasized the need to perform a weighted combination of quantitative and qualitative analysis, while critically reviewing the construction of indicators in both methods that integrate the transformation criterion. As for the pedagogical level, it is observed that the training courses do not keep consistency between time duration - contents - learning objectives of transformative evaluation with a gender approach. So that, given that the evaluation does not prioritize the gender perspective, nor other diversities - giving as neutral what is truly gender blindness - there is resistance on the part of all the actors involved: it is difficult to speak directly of the transformative or feminist approach.

In short, there is an incipient culture and evaluation capacities but it is not always accompanied by gender sensitivity. A "gender blindness" persists as well as resistance to placing gender equality at the heart of the evaluations. A transformative approach to gender requires that institutions and organizations assume the need to reduce structural inequalities and gender inequalities. From the information obtained from the survey there are interesting contributions for the production of a curriculum that adds innovation and transformations to the current institutionalized and conventional guidelines.
b) Selection of cases to illustrate priorities in capacity development

Annex V (in Spanish) describe the process followed to select cases to illustrate Capacity Development initiatives on Gender Transformative Evaluation. From the responses to the survey, and with particular attention to those respondents with experiences in the application of some type of evaluation with a gender perspective, six cases were selected to be addressed in greater depth, via email questions and Skype interviews:

(i) Provincial Cervical Cancer Prevention Program: Analysis of the Opportunities, Conditions and Challenges that influence the achievement of its objectives. Alejandra Lucero (San Juan, Argentina)
(ii) Study on the socio-cultural integration of immigrant women. María Victoria Whittingham Munéva (Red Cross, Spain)
(iii) FLACSO - PRIGEPP (Regional Program for Virtual Training in Gender and Public Policy) projects funded by IDRC for NGOs and a University of Bolivia, Paraguay, El Salvador, Honduras and Ecuador. Case presented by Mónica Rosenfeld (Argentina)
(iv) Initiative for the Conservation of the Andean Amazon (ICAA): Protect with a focus on gender equity: our experience. Brenda Bucheli (Peru)
(v) Final evaluation of Phase IV of the RUTA regional program, aimed at promoting sustainable development and poverty reduction in rural areas. Fabiola Amariles Erazo (Colombia)
(vi) Interview to Carmen Colazo (Paraguay) on experiences in evaluation with a gender perspective.

From these cases and interviews, complemented with the survey responses, eight emerging themes were identified, which are briefly presented below and explained in full in Annex VI (in Spanish). These issues are, in turn, suggestions as to what should be taken into account in capacity development programs in gender transformative evaluation in Latin America.

(i) Presence of the gender approach in the M & E system.

Several of the interviewees expressed the need to introduce the gender approach from the early stages of the evaluated programs or projects. This aspect is given relevance as this would allow the construction of gender indicators in an integrated way in the M & E system of the program and not as a parallel system of indicators. This implies their explicit consideration in the planning stages of the interventions, in order to favor their use within the framework of their actions.

On the other hand, it is possible to discover a clear consensus among the interviewees that gender must be conceived as a differential variable in all evaluations, and not only in "gender projects". If it is not taken into account that gender affects the results, products and impacts of any project, the evaluation will be insufficient. In many cases this will involve assuming the conflict that comes with the discursive dispute with those who do not share "gender" interests, which will require learning to design strategies to deal with it.

Therefore, in order to incorporate gender aspects into the M & E system, the argumentation, communication and negotiation should be strengthened, noting the benefits of incorporating a gender perspective, for whom, and how. This also implies that the evaluators understand and present better results that are sensitive
to gender, without being left alone by the discourse. This will favor the incorporation of the gender perspective as a key factor in the analysis from the design of the evaluation, by reviewing the terms of reference and by incorporating evaluation questions that allow obtaining data on the situation and participation of women and men in the different processes of intervention, ensuring that men and women equally receive the benefits of the policy, project or program.

(ii) **Need to deepen the application of gender indicators.**

The work on gender indicators allows “landing” the gender perspective from the general to the particular aspects of the interventions to be evaluated. In this sense, it is urgent to review existing gender indicators (as well as existing methods, tools and approaches) with an innovative approach.

On the other hand, the analysis on the space and relevance assigned to the gender indicators can be seen, in itself, as an additional indicator to understand the presence and relevance of the gender perspective in the intervention of the program or project being evaluated. At the same time, it is necessary to take a critical look at the use of indicators in order to avoid the so-called "indicators trap": to perform measurements based on rigid indicators that may not be showing the reality that we want to measure.

(iii) **Composition of the evaluation teams.**

The very composition of the evaluation teams can result in a disruptive or facilitating factor of transformative evaluations with a gender focus. In the case of approaching vulnerable populations, such as migrant women or members of indigenous peoples, being interviewed by other women and sometimes in a similar situation (for example, when the evaluator is also a migrant) becomes a facilitator of the interaction and rapport with them. On the contrary, one of the testimonies indicated the following:

“I think that when working with groups that have undergone subjection from other groups, it is not correct to place as evaluators only, mainly or in a situation of greater verticality, people from the groups that identify themselves as coming from that subjection or oppression”.

In another case, an evaluation team composed only of women and studying issues that mainly affected women (cervical cancer), it was pointed out that the team could gain an additional perspective and sensitivity by integrating a male into it.

Finally, a recurring situation has shown that if one expert person takes the lead in introducing the gender perspective in the evaluation framework, this usually gives legitimacy to the analyzes and recommendations, while contributing to make gender analysis a cross-cutting issue in the whole evaluation-and not limited to a section of the report titled "Gender."

(iv) **The evaluation process**

A wide variety of topics were addressed in the emerging theme related to the evaluation process. Aspects such as the necessary flexibility and responsiveness to unforeseen situations are valued as important for
carrying out transformative evaluative processes. An effective dialogue between the evaluation team and the commissioners of the evaluation throughout the evaluation process becomes the centerpiece for their success. This includes logistical aspects (accommodation spaces, travel forms, food, etc.), composition of the evaluation team (foreign, local, mixed), need to adapt survey tools to local realities (forms written in oral culture spaces), etc. Adaptation to contexts is very important since the frameworks of analysis usually come from external organizations and/or are applied and adapted from the central level of the country without taking into account the specifics of the environment, cultural, etc. This also implies the challenge of articulating gender inequality with other inequalities given by age, ethnic religion, habitat, etc.

A common aspect to the selected cases was the importance of collaborative or participatory evaluations. The involvement of the participants in the evaluation is a fact that needs to be present, clearly and explicitly. This in turn should be approached from a prism of positivity, denoting that everything that is evaluated is positive for the organization, for the group, for the people, the rights, and that an external look is convenient to improve. At the same time, the contribution of the external look must be proactive, providing inputs to improve, taking steps to follow, which will really help to grow and strengthen the organization, groups, empowerment in rights.

Focusing on the gender perspective, evaluators should ideally have a mastery of the subject, and recognize that the evaluation process should be a relevant instance for the empowerment in human rights, especially for women and girls. The capacity for empathy is key in this sense, understood as the ability of evaluators to place themselves in the place of those people who belong to groups or communities of oral culture, historically submitted.

**(v) Complementarity of approaches.**

Gender-sensitive evaluation allows integrating the contributions of feminism, human rights, and the struggle to overcome inequality. Their adequate interrelation allows the evaluation to better contextualize the issues in social, economic and political contexts, as well as to make visible the norms and institutions that shape the management of projects.

In that sense, it is desirable that the "question" of the evaluative approach centered on human and social rights becomes a relevant part of the common sense of the evaluators. Plus the need to recognize social and cultural plurality, underlining the centrality of communication and dialogue. There is no plurality without dialogue.

**(vi) Impact on public policies.**

Gender-sensitive evaluation will have a special sensitivity to detect interventions (or dimensions in interventions) that can dismantle the patterns that hold women subordinated. Therefore, for a "virtuous" gender mainstreaming in policies, programs or projects in the health, education, infrastructure, or other systems, it is imperative to know the protocols, practices and perceptions that the key actors of these instances have on these issues, in order to open a "window" to give place and time to gender issues. This may
involve including concepts and contents of feminist theory, as well as lines of thought on gender and human rights.

The basic idea is that feminist evaluation questions power and authority; facilitates listening to the voice of the communities; potentiate our role in change; and empowers people through knowledge. It is essential to train state authorities on the approach and perspective of gender as elements of quality of democracy and development, and its transforming potential for human and social development.

In this sense, it is important to bear in mind that evaluation is not neutral and questions the power established, so it is important to reinforce this political perspective of the evaluation, as well as the promotion of an ethics committed to the communities or groups evaluated. Promoting social justice requires a comprehensive view of the development model beyond economic growth.

(vii) Relevant competences.

The evaluators interviewed agreed that the evaluation requires technical skills and competences with knowledge and expertise in gender studies that facilitate viewing, analyzing, and generating tools that are culturally relevant. The indicators, assumptions and scope are difficult to rise when there is no competence and/or the gender perspective is given little importance. This is exacerbated when training bodies do not address the professional competencies required for a transformative gender assessment, nor for the institutionalization of such an approach.

Some of the mentioned competences were the following: (i) to know how to listen with sensitivity; ii) address the complexity of the contexts in which women and communities develop their daily lives; iii) assume the gender perspective from the point of view of the groups evaluated and not the evaluator; iv) take into account masculinities and sexualities; v) provide space for creativity, respect, being ductile and working with humility. To these can be added competences that point to the need to overcome the new colonialisms, which can come from the new projects, where resources are allocated and do not necessarily reach those who need them the most.

It was also pointed out that cultural competencies and gender competencies are often very widely separated in the field of evaluation. In relation to the former, one of the interviewees mentioned that there are concepts such as interculturality or cultural relevance that have been questioned even by indigenous peoples, and that in the case of women may involve recharging new tasks and responsibilities. Cultural relevance requires a frame of reference to know where one wants to move forward, so an agreement is needed in its conception. On the other hand, in relation to the subject of dignity, it must be recognized that it responds to its knowledges, its practices, which may be subordinate or patriarchal. All this forces a critical and argumentative approach on the selection and adoption of competences.
7. Competences on gender and evaluation

Annex IX presents the module “TO MAKE, TO KNOW AND TO BE: COMPETENCES FOR A TRANSFORMING EVALUATION WITH A GENDER APPROACH AND CULTURAL SENSITIVITY”. This module has been adapted taking into consideration all the recommendations made during the course of this project, through the survey, the workshop and the interviews made to gender evaluation experts.

The module includes three parts, one referring to dimensions that have to do with "evaluation" in general, that we incorporate by virtue of the fact that the definition of "who is a good evaluator" is not neutral, and respond to the principles and ethical framework from which they are postulated. It includes general competences, referring to the evaluation practice and the implementation of the evaluation. The second part has to do with the "gender-sensitive approach to culture", which focuses on the subject matter of the course and the P2P, identifying the competencies necessary for its implementation in the evaluation. The third component has to do with aspects related to our conception / proposal of the evaluators as actors of change. It includes dimensions related to leadership, change management and advocacy, which can be synthesized as competencies needed to generate transformative processes.

8. Conclusions, learnings and way forward

a) Main added-value of the project:
Besides the modules developed by the other two regions, which enriched the knowledge and application of Gender Transformative Evaluation globally, from the perspective of the LAC region, the added value of the project is noticed in the following topics:

- The focus on competencies, as a need not only at the regional level but also globally.
- The approach of articulating gender, leadership and change management (evaluators as change actors) opens the possibility of leading a South-driven agenda in this direction from the project.
- The work of continuing, deepening and updating of the REDWIM course “Change Agents to promote the Gender Approach in Evaluations”, carried out in the LAC region, as an innovation and pilot experience that was validated (optimization and articulation of efforts and investments).
- The potential linkage with the Evaluation Standards for LAC and the contribution to professionalization systems in a globalized and diverse context.
- Progress - although still limited - in the articulation of the gender approach with a focus not only on cultural sensitivity but on intercultural issues, in the context of decolonization.
- The involvement of the P2P project team members in different global meetings through their participation in EvalPartners groups is opening the route to actively participate in EvalAgenda 2020 so

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4 This section corresponds to the “Learning Matrix” created to present the final report of the P2P Project to show the comparative results in the different regions of the project.
that the Gender Transformative Approach permeates the actions for promoting the M&E of SDGs under the principles of equity, equality, inclusion and human rights.

- We are advocating for two key ideas related to the Gender Transformative Approach: 1) To contribute to capacity development efforts through the construction of competences profiles for evaluators to undertake the approach; 2) To reinforce the idea that the use of the Gender Transformative approach should be a quality criteria in evaluation.
- The P2P project team has engaged in the Bill & Melinda Gates Foundation initiative to upgrade the “Made in Africa Evaluation: South-South Cooperation” into a broader project to “advance evaluation theory and practice for development that embodies and emanates from realities of the global South.”

b) Learnings from the other two regions:

- The project brought a broad perspective to LAC region due to our involvement with VOPEs from Asia and Africa as well as some other colleagues from Spain (European Evaluation Association EES), thus adding evaluators from a fourth continent to this P2P work.
- Link with the broader South-South collaborative project in Evaluation, which moves from a focus on the indigenous to a more political & human rights approach and South-North dialogue, which needs to be articulated with a transforming decolonized, gender and intercultural perspective.
- Future initiatives e.g. joint proposals for the SAMEA, AEA and RELAC/IDEAS conferences during 2017.
- The opportunity to further analyze the potential complementarities to build a “global proposal” based on this P2P project and, at the same time to nourish the regional proposal with the inputs from other regions.
- Shared focus on power and rights!!!

c) Ideas for the future to "take advantage" of the project and its results:

- Articulate gender inequality with other inequalities given by age, ethnic religion, habitat, etc.
- Urgent innovation in indicators, methods, tools, approaches, transformation to include the gender perspective
- To advance in the construction of a competency profile "from the South"?
- It is indispensable to train state authorities on the gender perspective as an important element of the quality of democracy and development and its transforming potential for human and social development. The multi-actor approach we promoted with the course goes in that direction, including also Civil Society Organizations, academic professionals and others in capacity development so as to “educate the demand and supply of evaluations”.
- An innovative approach to competences and the gender approach as quality criteria allow visualizing a route towards "responsible and rigorous" professionalization in this area.
- A comprehensive approach that unites the technical, the ethical and the political issues in a set of competencies for evaluators.
- Conference of Guanajuato: Opportunity to continue working on the South-South broader proposal.

d) Challenges to the future

- To be successful in the application of principles for a Gender Transformative Evaluation it is necessary to dismantle persistent myths and gender stereotypes in Latin American cultures.
- Some testimonies point out that in the education system there is the seed of the paradigm shift with respect to cultural changes. However, school is one of the most reproductive institutions of gender stereotypes. A challenge is to modify curricula and teacher training.
- Promoting social justice requires an integral view of the development model beyond growth.
- Context adaptation: it is very important because the frameworks of analysis usually come from external organizations and/or are applied and adapted from the central level of the country without taking into account the specifics of environment, culture, etc.
- Commitment of the VOPES and evaluation networks to continue / promote this effort.
- Inputs to update and complement the Decalogue of Evaluation from a Gender Perspective as a living document.
- Continue working towards: i) integration of the gender and cultural agenda into the more general/global evaluation agenda; ii) advocating for the recognition of gender as an evaluation quality criteria.