

**EvalPartners Project P2P 4-16: REDWIM, CoE South Asia, AGDEN and RELAC-
“Developing a Culturally Responsive Curriculum on Gender Transformative Evaluation
based on best practices: A South to South Collaboration”**

Joint final report on the project process and lessons learned – (LEARNING MATRIX)

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<p>- Executive summary: Background (of the project but also if it was built on previous processes and / or products), process followed, participants, main results achieved</p>	<p>The Global Evaluation Agenda 2020 calls for evaluation through a “gender lens”. There have been global initiatives to introduce an Equity Focused and Gender Responsive (EFGR) approach to evaluation. Most of the methodologies and materials on EFGR evaluation come from the Global North. The Global South has rich experiences related to equity and gender, they are not fully mainstreamed because the knowledge are mostly situated in contexts, and are challenged by language, and there has been limited exchange of experiences among countries of the global South. There is a need to compile and analyze existing initiatives, experiences and cases in the different regions and understand what has worked well and what not, to design new approaches and methods to use evidence in decision making with an EFGR approach. Such curricula and resources will contribute to national evaluation capacity development as the resources are developed by the South for use in the South and have been culturally adapted.</p> <p>There are 35 Voluntary Organisations for Evaluation Professionals (VOPES) in the 54 African countries. The majority of countries are either Francophone or Anglophone as English and French are the most common national languages. The Africa Gender and Development Evaluation Network (AGDEN) is a continental-wide special interest VOPE. AGDEN membership and training includes Francophone and Anglophone members.</p> <p>The African component of the Peer to Peer (South to South) IOCE project included an African wide investigation and search for cases of good practice. The studies attempted to engage both Francophone and</p>	<p>Community of Evaluators has made rapid strides in last few years to create a space for evaluators across South Asia to discuss, share and learn about evaluation methodologies and tools. The community has also been able to put back focus on “evaluation” as a core to development planning by engaging stakeholders from Government, Multilateral and Bilateral agencies across South Asia in a mutually beneficial dialogue.</p> <p>CoE SA, through this P2P grant, introduced capacity building in culturally responsive evaluation relevant to the context of South Asia. Evaluation challenges related to equity and gender do not happen in a vacuum and it is critically important to address the cultural context particularly because of the diverse populations that represent South Asia. We define culture as “a cumulative body of learned and shared behavior, values, customs, and beliefs, common to a particular group or society. In essence, culture is a predominant force shaping who we are.”¹</p> <p><i>1 The 2010 User-Friendly Handbook for Project Evaluation, Chapter 7: A Guide to</i></p>	<p>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.</p> <p>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 capacity development (CD) supply, but also to know from them about the priorities for themes to be covered under such CD programs.</p> <p>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.</p> <p>For the LAC region, both the consultative process followed and the combined results of the survey and the validation workshop, made the project team to shift towards the development of a training module to address the technical and leadership</p>

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	<p>Anglophone evaluators and used divergent strategies specific to a particular group. A two-tiered process was used to engage with the 35 VOPES on organisational level and with individual evaluators through surveys to identify current capacity development and implementation of gender transformative/sensitive evaluation. Furthermore, abstracts submitted for the gender stream at the African Evaluation Association (AfrEA) were analysed to identify common themes. Additional interaction at AfrEA conference (in Kampala, Uganda), the third Global Forum (Bishkek, Kyrgyzstan) and a targeted meeting in Nairobi (Kenya) contributed to the information from the Anglophone members. Francophone strategies included engagement with the International Francophone Evaluation Association that has an active membership from Africa. Topics included the use of participatory approaches in data collection and the lack of awareness of gender responsive national monitoring and evaluation systems, using mixed methods (highest priority for Francophone) and the development of gender responsive terms of reference (highest priority for Anglophone). Case studies were identified that enhanced the understanding of gender responsive/transformational evaluations in Africa.</p> <p>The 12 countries that formed part of the study included West Africa: Benin (Francophone), Burkina Faso (Francophone), Mali (Francophone) Senegal (Francophone), Ghana and Nigeria. In Central Africa Cameroon (Francophone) was included with South Africa from Southern Africa. East Africa was represented by Ethiopia, Kenya, Uganda and Zimbabwe. All materials are being translated into both French and English to ensure the implementation in both Anglophone and Francophone Africa.</p> <p>This reflective study has practical value outside Africa in regional and global efforts that ensure that “No one is left behind”. Language is an important expression of culture. All gender responsive evaluations need to take culture (and language differences and implications) into</p>	<p><i>Conducting Culturally Responsive Evaluations</i> available online for free at: https://web.stanford.edu/group/design_education/wikiupload/6/65/Westat.pdf</p> <p>CoE SA reached out to its member evaluators in the region who had an expertise in gender and equity. A group of experts in India, Nepal and Afghanistan volunteered to develop the curriculum. Each module consists of original case studies and material that are based on the experiences of the experts. Each expert author uses case studies to illustrate different aspects of gender evaluation in the region.</p> <p>All modules have been designed for South Asia, by South Asian evaluators, using examples from South Asia. Each module was peer reviewed, piloted and revised.</p>	<p>competencies required to conduct Gender Transformative Evaluation under the cultural conditions of the region.</p> <p>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.</p> <p>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.</p> <p>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."</p> <p>We recognize that gender competences will essentially have to do with 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.</p>

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	<p>considerations as gender is interpreted and defined differently.</p>		
<p>- Main added value of the project</p>	<p>Revisiting the two main curricula AGDEN currently in use. The project provided an opportunity to look afresh at the current needs and gaps (especially in relation to the SDGs and EvalAgenda 2020) and to adjust the curriculum accordingly. Focusing on two topics in details and another set of slides that are more overarching contributed to future work in that these presentations will be used in face-to-face training and could possibly in future be adjusted for webinars or online training sessions.</p> <p>The use of case studies in the training. It was not difficult to identify and collect case studies from Africa by African evaluators. We advocate “made in Africa” approaches, yet do not often spend time to collect the good practices and develop it for further application.</p> <p>The engagement of a wide range of diverse countries was a great achievement and yielded great results. It is especially encouraging that the Anglophone and Francophone voices were heard and that the deliverables were tailor made and applicable to both. This is especially important when considering the influence of language (as part of the expression of culture) in working with gender (when even the definition of gender is so different). This collaboration showed us the process to ensure no-one is left behind in future work.</p> <p>The South-to-South sharing was so important and at the end the benefit of these exchanges is priceless.</p>	<p>The Modules will be useful for the South-South knowledge exchange as well as capacity building. Funders, implementing organizations ((e.g. NGOs, grass-root organizations, civil society organizations) will find these modules useful. The modules demystify engendered evaluation, so that those who work in and fund programs understand it. Further, theory developed in the North has been critiqued and adapted to the South Asian context. We understand that these modules are important capacity building resources and that we need to develop a full-fledged curriculum on gender and equity based on these experiences. The P2P grant gave impetus to develop South embedded materials and in future, CoE SA hopes to catalyze interest for gender materials and capacity development in the region.</p>	<p>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:</p> <ul style="list-style-type: none"> - 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 interculturality, 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 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

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<p><i>- Learnings from the other two regions</i></p>	<p>The work done on competencies and management of change of LAC contributed to the application of the curriculum in that it:</p> <ul style="list-style-type: none"> - Clarified competencies related specifically to gender in evaluations (including gender sensitive and responsive evaluations); - Provided actual activities to illustrate power relationships and how to address these in training. <p>The COE South Asia illustrated the link between theory (with well documented materials on concepts) and practice. These are very practical lessons on the use of time and getting capacity development done in as short as 90 minute sessions. They further provided insight into the process of developing the curriculum and materials and piloting it in a larger group. The training materials are very valuable.</p> <p>The feedback from the two regions allowed us to adapt the survey developed elsewhere; this saved us significant time and resources.</p>	<p>CoE SA learned about competency mapping and how to use surveys to assess capacity related to gender.</p> <p>CoE SA has learned from the other regions and intends to use their resources in South Asia.</p>	<p>evaluation theory and practice for development that embodies and emanates from realities of the global South.”</p> <p>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 (and European Evaluation Association), thus adding evaluators from a fourth continent to this P2P work.</p> <p>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.</p> <p>Future initiatives e.g. joint proposals for the SAMEA, AEA and RELAC/IDEAS conferences during 2017.</p> <p>The opportunity to further analyse 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.</p> <p>Shared focus on power and rights!!!</p>
<p><i>Ideas for the future to “take advantage” of the project and its results:</i></p> <p>At the level of the organization itself, other organizations , regional, South-South etc.</p>	<p>AGDEN will work on other gaps identified and expand the presentations. This will continue to benefit the organization, but the influence of AGDEN in AfrEA and at national level is expanding rapidly.</p> <p>The initial anticipated collaboration with CLEAR changed and involved more sharing of ideas (e.g. The use of case studies). Both organizations are now in a better space to share further ideas for the future development of similar work. This collaboration links to other future work on NMES in Africa and in ensuring the work is optimizing knowledge and resources and not repeating efforts.</p> <p>AGDEN is playing a leading role in the new African Regional Initiative that aims to support all countries to develop and implement national M&E systems and policies (and</p>	<p>We now have 4 modules to work with and each have potential to be included in a resource pack for the region and if found useful for the other regions. The case studies are real, and the analysis uniquely South based. Which means that it is embedded in practice.</p> <p>We need support to build a robust gender capacity building system including workshops and e learning. The demand is huge in this region which has only a few gender specialists.</p>	<p>Articulate gender inequality with other inequalities given by age, ethnic religion, habitat, etc.</p> <p>Urgent innovation in indicators, methods, tools, approaches, transformation to include the gender perspective</p> <p>To advance in the construction of a competency profile “from the South”?</p> <p>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”.</p>

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	<p>ensuring these are gender transformative). This project is part of the larger South-to-South collaboration. The results and deliverables of this project are being presented at various forums including AfrEA, SAMEA, AEA and IDEAS. The information will also be published (especially including French and English). The global footprint is therefore also increased.</p>		<p>An innovative approach to competences and the gender approach as quality criteria allow visualizing a route towards "responsible and rigorous" professionalization in this area.</p> <p>A comprehensive approach that unites the technical, the ethical and the political issues in a set of competencies for evaluators.</p> <p>Conference of Guanajuato: Opportunity to continue working on the South-South broader proposal.</p>
<p>Challenges to the future</p>	<p>Collaboration in Africa is challenging as communication is restricted (internet is not always easy to use) and meeting between different regions are expensive. We will need to be even more to be creative in using meeting opportunities.</p> <p>The resource restrictions are also important if we consider that the South-to-South exchange needs to continue as it turned out to be such an important aspect.</p>	<p>It is challenging to manage different languages, different levels of expertise yet provide a regional flavour.</p> <p>If South South is to flourish, we need to provide leadership and able to meet and share</p>	<p>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.</p> <p>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.</p> <p>Promoting social justice requires an integral view of the development model beyond growth.</p> <p>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.</p> <p>Commitment of the VOPES and evaluation networks to continue / promote this effort.</p> <p>Inputs to update and complement the Decalogue of Evaluation from a Gender Perspective as a living document.</p> <p>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.</p> <p>Articulating the work done on Competences with the Evaluation Standards with a Quality criterion.</p>