EvalPartners / EvalGender+ Peer-to-Peer (P2P)

Project on Capacity Development on Gender Transformative Evaluation with Cultural Relevance: A Global South-South Collaboration

INTERREGIONAL LEARNING:
Comparative Report of the three regions of the Global South

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Introduction

During 2017 the project “Development of a culturally sensitive curriculum on Transformative Gender Evaluation” was carried out by four regional networks of evaluation of the Global South: RELAC & REDWIM of Latin America & the Caribbean, AGDEN of Africa and CoE SA of South Asia. The objective was to exchange experiences to incorporate an approach of cultural sensitivity in the different regions and to produce the basis for the development of capacities in this area of knowledge.

In this new stage of the project, promoted this time by EvalGender+, the regional teams shared their experiences with other regional organizations and with the EvalYouth and EvalIndigenous groups. Two short documents were prepared to describe the process and serve as a guide so that the academic entities that offer capacity development programs in the regions have the bases to incorporate the transformative approach of gender and cultural sensitivity in their curricula.

The project coordinating teams in each region established links with the referred groups and other relevant academic bodies to communicate the results of the project and look for connections for the introduction of the Gender Transformation Approach in the evaluation academic offer.

This publication presents the interregional learnings obtained with the exchange of knowledge of the South-South P2P Project. In addition to the summary of the activities carried out in each region, the added value and the learning obtained are described according to the perception of the work teams, and some ideas and challenges are presented towards the future.
Each participating region of the South-South P2P Project has produced an individual publication detailing regional actions and products. To obtain these publications, please contact the people coordinating the project in each network:

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Summary of activities and results

AGDEN

For AGDEN the first phase of the South to South Projects focused on the current capacity and gaps as identified by established evaluators in Africa. Two AGDEN curricula were revised and combined to reflect the new information on local needs. Three specific topics from the curricula were selected and developed into PowerPoint presentations. These topic presentations were further enhanced by three case studies as described with the topics and slides. During the second phase of this initiative the needs of Young and Emerging Evaluators (YEE) was explored to enable better targeting of training events in Africa related to Gender and Culturally Sensitive evaluations.

While the first phase of the project enabled AGDEN to reflect on the current curriculum, develop a new curriculum that includes and focus on current identified gaps and trends in the continent, this second part of the project allowed AGDEN to get a view on the needs of YEE regarding culturally and gender sensitive training. The African component learned from the YEE collaboration about needs expressed by the YEE, but also were informed of different ways of working between different cohorts. We learned from each other and it was not a one-way mentoring process. The method of using an online survey and the way to follow-up to increase the response rate was one that the two YEE consultants handled with ease. It was easy for YEE to engage with other YEE and the responses were from a wider audience (as evident from the number of countries represented).

The learning during phase 2 included different experiences working with YEE. In Africa it seemed that getting a wider response from YEE were easier. This is probably because the two YEE consultants are well known throughout the continent
and included the francophone and anglophone countries. The study also identified themes and topics for training that are either similar for the YEE and established evaluators or that which differ between the groups. This enables targeted training. The need expressed by emerging evaluators to share case studies of EFGR evaluations in Africa (of aspects that worked well as well as challenges) are similar to those expressed by the established evaluators in the first part of the study. The case studies developed in the curricula in the previous part of the study will therefore be valuable in trainings and interactions with both groups (emerging and established evaluators). One of the lessons learned is regarding contributions in kind. The one YEE working for a consulting firm was able to negotiate with her company to have time donated by the consultancy form. This enables the project to use more time than what the YEE consultants were paid for. We rely on established evaluators to donate time, where we could also rely on firms donating YEE time.

It is anticipated that the results will be present at international conferences and published in a scientific journal to showcase the evaluators involved in this project to contribute to the development of individual academic standings. The results will also showcase AGDEN and the networks work in Africa and globally. The project results, deliverables and reflections will contribute to global experiences and knowledge on EFGR evaluations and the work done by IOCE, EvalGender+ and EvalYouth.

**REDWIM / RELAC**

In the first phase of the project, a survey was conducted on training in gender transformative evaluation with cultural relevance. Forty-one people participated (32 women and 9 men) from 15 Latin American countries, mainly from the area
of social sciences. Most of them are independent consultants in the public and private sector. Interviews were also conducted with experts to examine trends and current practices in Gender Transformative Evaluation and to collectively build an “Integral Profile of Competencies for Evaluators from a Gender Transforming Approach with Cultural Relevance” in Latin America and the Spanish-speaking Caribbean. In the second phase, the initial findings were deepened, incorporating young evaluators (YEE) in the research and in the presentation and dissemination of the results. In addition to the proposed competency profile, some factors were detected, to be taken into account for the incorporation of the gender transformative approach in the evaluation:

a. Incorporate the gender approach throughout all the Monitoring & Evaluation (M & E) system.

b. Deepen in the application of indicators capable of reflecting different inequalities, especially those of gender.

c. Include diversity clauses in evaluation protocols, to take care of the representation of men and women in the evaluation teams and ensure the equitable distribution of tasks and the valuation of contributions. Someone from the team, ideally a gender expert, should lead 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.

d. The dialogue between the evaluation team and the applicants of the evaluation throughout the evaluation process is 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 (intersectional perspective).
e. It is desirable that the evaluative approach in human rights and social equity becomes an important part of the common sense of the evaluators. Evaluation implies getting involved with cultures, avoiding “universal recipes” that often clash with different cultural realities. At the same time, there was a reflection on whether the human rights framework does not in turn bear a particular bias (white, European, etc.).

f. Reinforce the political perspective of the 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 for people to live better.

g. Among the relevant competences to carry out a gender-transformative evaluation that is culturally relevant, the following are indicated: (i) sensitive listening; (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, be flexible and adaptable and work with humility; (vi) competencies aimed at overcoming the new colonialisms that may arise in development policies, programs and projects.

h. Contributions for the training of evaluators: Some general recommendations were made: (i) Remove the evaluation from the technical space and put it in a socio-political context. (ii) Make known the inequalities that the different groups have and from that inequality challenge the evaluation, generating questions that trigger the evidence of those inequalities. (iii) 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. (iv) 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 national inclusion project.

COE SA

The purpose of this study was manifold- it aimed to map the evaluation capacity building needs with a special focus on gender in South Asia and to understand competencies for gender focused evaluation in the context of South Asia. The final goal is to produce guidelines for competency development related to gender responsive evaluations in the region. The brief history since mid-2000 involves a few needs assessment programs being undertaken with experts and upcoming young evaluators from the region. This was followed by a competency profiling and curriculum development for South Asian region. A group of experts from COE-SA, especially from India, Nepal and Afghanistan volunteered to contribute to curriculum development by focusing on developing specific modules that could be used for South-South knowledge exchange as well as capacity building. Each module consists of a few case studies from the field and materials that are based on the local experiences of the experts. This process can be taken ahead to move towards the goal of gender transformative evaluations in the SA region in the near future.

This summary presents the process of the P2P (Peer to Peer) project1 in SA (South Asia) region. Firstly, it introduces the need

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1 Plus the P2P grant provided by EvalGender+ for the second phase.
for evaluations in the context of SDGs and the need for including gender as an important component as it intersects with other marginalization in South Asia. The SA region has seen an increase in evaluation of development programs by government agencies and civil society organization. However, the evaluation culture in SA region is still nascent and thus there are several gaps in evaluation perspective, methods, and human resources.

Secondly, it focuses on capacity needs assessment in the region and presents findings from some of the work done in South Asia. Three key processes that have enriched the movement towards the final P2P goal are:

1. The COE SA e-consultation on Evaluating SDGs using Equity and Gender Lens’ in 2016, highlighted the gaps in contextualizing evaluations as the evaluators lack the necessary knowledge and skills as well as the socio-cultural, eco-political restrictions.

2. Moving forward, in 2017, a research study, ‘Map Evaluation Capacity Building Needs and Resources in South Asia’ with special reference to gender focused evaluations’, highlighted the gaps in knowledge, skills and capacities. The study further emphasized the need to conduct gender sensitive evaluation training programs in the SA region.

3. In 2018 two events were conducted as complementary to each other; Developing Competencies Profile for South Asia & Development of a curriculum anchored in gender transformative approach entitled ‘How to frame Gender and Equity in Evaluation: A South Asia perspective’. The former was done with the help of FGDs and Interviews of Key Informants (experts in the field of evaluation in SA region). The latter was mainly with the help of evaluators from India, Nepal and Afghanistan who hold an expertise in gender and equity.
Thirdly, Developing Competencies Profile for South Asia draws on the conclusions from all SA processes to draft out competencies profile for conducting gender sensitive evaluations in the region. Given the intersections and complexities of various social identities, there is a need to develop a guide map of competencies that are both general and refined to the local contexts of South Asian countries. A very important component of these competencies profile includes gender relevant competencies vis-a-vis micro and macro cultures in the region. The South Asian region is especially marked with myriad and a diverse range of micro cultures and intersectionalities between social institutions such as the caste, class, gender, religion and political affinity.

The essential competencies are categorized into: (i) General Competencies, (ii) Management and Implementation of Evaluation, (iii) Gender sensitive approach, and (iv) Change Agents who are not only experts in “gender transformative” evaluation but are also able to influence, manage institutional changes that enable the conditions for gender transformation and can train others in the same. The work undertaken by evaluators as change agents includes the three dimensions in which a gender approach is applied in evaluations: ethical, technical and political.

The competence profile is used to develop modules for capacity building of evaluators in the region.

Fourth, it reviews four gender modules and discusses competencies essential for including Gender and Equity in Evaluations. It presents a summarized version of four modules of the COE curriculum entitled ‘How to frame gender and equity in evaluation: A South Asia perspective’. The first module in the curriculum, ‘Towards gender-transformative frameworks in evaluations’; the second module deals with the ethical
considerations in evaluations especially in gender focused evaluations. Module three of the curriculum is on ‘Engendering OCED/DAC criteria for evaluation’ and the fourth and the last module for the curriculum on ‘Competencies for Gender and Equity in Evaluations’ is on ‘Learning From Experience In A War-Torn Country Where Patriarchy Is Profoundly Rooted’.

Interestingly, all the materials developed are based on South Asian experiences considering the complex cultural, historical, social context of the region and highlights the challenges faced by evaluators of the region.

In conclusion, all the work done so far is on understanding the gender and evaluation environment in the South Asian region. There is an emphasis on the need to develop seriousness towards conducting evaluations at every level of intervention. In short, to build a tradition of evaluation and one which promotes advancement of social and gender justice in the larger social transformation process.
Interregional Learning
Summary

Africa - AGDEN
South Asia – CoE SA
Latin America - REDWIM / RELAC
1. Background and activities developed in each region

Africa - AGDEN

In the 54 African countries there are 35 voluntary organizations for professional evaluation (VOPES). The Gender and Development Evaluation Network of Africa (AGDEN) is a VOPE with a continental interest. The membership and training of AGDEN is made up of francophones or anglophones, since English and French are the most common national languages.

The African component of the Peer-to-Peer IOCE project (P2P South-South Global) included extensive research and search for good practice cases in Africa as a first Phase.

Phase 1: A two-level process was used to link to 35 VOPES at the organizational level and to individual evaluators through surveys in order to identify the current capacity development and the implementation of the gender transformative evaluation approach. In addition, the summaries presented on gender issues at the conference of the African Evaluation Association (AfrEA) were analyzed to identify common themes. The francophone strategies included the agreement with the Réseau Francophone d’Evaluation which has an active membership in Africa. The topics included the use of participatory approaches in data collection and the lack of knowledge on national gender sensitive monitoring and evaluation systems, using mixed methods (the highest priority for French speakers) and the development of gender-sensitive terms of reference (the highest priority for the Anglophone part). Case studies were identified that improved the understanding of gender sensitive / transformative evaluations in Africa.

Phase 2: An electronic survey was developed using the SurveyMonkey platform based on the phase 1 survey used for individual evaluators feedback. The survey deliberately targeted YEEs using the existing YEE networks in Africa, the current VOPEs in Africa and AfrEA. Seventy-two persons from twenty-nine countries responded.

South Asia – CoE SA

The Community of Evaluators of South Asia has made rapid progress in recent years to create a space to discuss, share and learn about methodologies and evaluation tools. The community has also refocused on “evaluation” as the core of development planning, engaging stakeholders from governmental, multilateral and bilateral agencies across South Asia in a mutually beneficial dialogue.

CoE SA, through this P2P grant, introduced the issue of capacity development in culturally pertinent and relevant evaluations for the South Asian context. The challenges of evaluation related to equity and gender do not occur in a vacuum and
1. Background and activities developed in each region

it is critically important to address the cultural context, particularly because of the diverse populations that represent South Asia.

CoE SA contacted its membership of evaluators of the region with experience 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 materials that are based on the experiences of these experts. Each author uses case studies to illustrate different aspects of gender evaluation in the region.

All modules have been designed for South Asia, by evaluators from South Asia, using examples from South Asia. Each module was peer reviewed, tested and revised.

Latin America - REDWIM / RELAC

The Latin America and the Caribbean (LAC) team was made up of members of two regional networks: ReLAC (Latin American Network of M&E), and RedWIM (Network of Women in Organization Management). A survey was conducted to map the existence of capacity development programs in the region, with emphasis on the Gender Transformative approach in evaluation. The objective was to capture the perceptions of the evaluation community about the offer of capacity development programs and their preferences regarding the issues addressed in these programs. The results of the survey and the validation workshop made the project team to focus on the refinement of the “Comprehensive Competency Profile to Promote, Manage and Implement Evaluations with a Gender and Cultural Sensitivity Focus”, which responds to the needs of “being, knowing and doing” to professionalize the evaluators as leaders and actors / agents of change in the implementation of a “transformative” evaluation and, in turn, to influence and manage relationships and institutional changes.

We recognize that the gender competences have to do with those competences aimed at transforming inequalities, injustices, violations of rights, discrimination and exclusion between men and women depending on gender. Thus, the work of the evaluators as agents of change is framed in three dimensions: ethics, technical and politics. The proposal to lead towards gender equality with cultural sensitivity through evaluation means a challenge that involves the analysis and questioning of power structures that may be reinforcing and perpetuating inequalities.
2. Added value of the project and learnings of each region

Africa - AGDEN

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.

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.

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.

South Asia – CoE SA

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.

Latin America - REDWIM / RELAC

From the perspective of the LAC region, the added value of the project is noticed in the following topics:
2. Added value of the project and learnings of each region

> 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.

> 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.
3. Learnings from other regions

África - AGDEN

For AGDEN, the work done on competencies and management of change of LAC contributed to the application of the curriculum in that it:

> Clarified competencies related specifically to gender in evaluations;
> Provided actual activities to illustrate power relationships and how to address these in training.

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.

The feedback from the two regions allowed us to adapt the survey developed elsewhere; this saved us significant time and resources.

South Asia – CoE SA

CoE SA learned about competency mapping and how to use surveys to assess capacity related to gender.

CoE SA has learned from the other regions and intends to use their resources in South Asia.
3. Learnings from other regions

**Latin America - REDWIM / RELAC**

For the LAC region, the project brought a broad perspective 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.

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 that needs to be articulated with a transforming decolonized, gender and intercultural perspective.

Panels and presentations were made at 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!!!
4. Ideas for the future

Africa - AGDEN

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.

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 VOPEs in Africa and in ensuring the work is optimizing knowledge and resources and not repeating efforts.

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 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.

South Asia – CoE SA

We now have four 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.

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.
4. Ideas for the future

Latin America - REDWIM / RELAC

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

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 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.
5. Collaboration with YEE

Africa - AGDEN

The phase 2 of the project was very insightful regarding the needs of YEE regarding culturally and gender responsive evaluation training needs.

It was also a learning curve in working with YEE as the main consultants. In Africa this was not very challenging, probably because of the two individuals’ skills (which are quite well developed), them being well known in the continent and globally (being part of EvalYouth) and the two having worked together before and knowing each other well.

One of the consultants were not involved in EGRE in this capacity before and it was an opportunity to learn how to engage with YEE who might not be aware of gender issues. The balance between one consultant being a member of EvalGender+ and the other being a novice in the specific sector (yet an experienced YEE) contributed to the overall success of the project.

The only challenges were regarding time dedicated to the project as both YEE travel extensively (and the lack of connectivity and time) impact on the communication needed for a project of this scale and scope (needing constant translation between French and English).

The success of the project is most probably due to the drive and personality of the two YEE commissioned for the project. They both are eager to continue the study (in expanding the data collection and in other regions, e.g. MENA).

South Asia – CoE SA

YEEs were involved in two phases – one during collecting data on capacity needs and the other to summarize the work done as well as in collecting primary data for competency mapping. CoE SA experience with YEE indicates that the expertise is uneven – some YEEs come with good knowledge of evaluation and gender, while others do not. In such circumstances, it is important to match the capabilities of the YEE with the task at hand and determine the extent to which YEE can work independently. Some YEE need greater handholding than others. However, the enthusiasm of YEE and willingness to put in hard work is to be recognized even though the timelines were short and the demands for the assignment were rigorous. The YEEs were willing to accept the assignment (and to learn), able to rise to the challenge and that is commendable.
5. Collaboration with YEE

Latin America - REDWIM / RELAC

The experience in general was positive and we believe that it was enriching for all the parties involved. The project coordination team contacted the members of EvalYouth-LAC with the terms of reference to propose consultants from their group to carry out the systematization work and presentation of results. At the request of the project team, and given the time constraints, the two consultants were selected directly by EvalYouth-LAC. We believe that it would be more efficient if the recruitment team participates in this selection process, so that they have a voice and vote in the appointment of the people most akin to the purposes of the consultancy.

It would also be advisable for the applicant / candidate to write a brief note about the reasons why they are considered fit / able to do the job, and their motivations and expectations. There must be a mutual understanding between mentors and mentees, from the beginning and in the hiring process, of what a mentoring relationship means and the assumptions it entails.

Final feedback was given to the consultants about their work, which was very appreciated by them. It is recommended to reserve these feedback spaces for the process so that both mentors and consultants can carry out their learning, that is, to promote the triangulation of knowledge between mentors and mentees.
6. Challenges

Africa - AGDEN

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.

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.

During the 2nd phase the communication between francophone and anglophone contributions (respondents to the survey and internally in the team) seemed to be easier than in the 1st phase. This is probably due to the personal interaction between the two YEE (selected to represent the two language groups).

Working with YEE needs dedicated time for mentoring. This should be calculated into the time and cost budget of a project. There are more iterations of drafts of the tools and reports and the time dedicated by the mentor should be considered.

South Asia – CoE SA

It is challenging to manage different languages, different levels of expertise yet provide a regional flavor.

If South South is to flourish, we need to provide leadership and be able to meet and share

Latin America - REDWIM / RELAC

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 considering the specifics of environment, culture, etc.

Commitment of the VOPES and evaluation networks to continue / promote this effort.
6. Challenges

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 criterion.

Articulating the work done on Competences with the Evaluation Standards for Latin America and the Caribbean with a Quality criterion.
Under the inspiration of the Sustainable Development Goals and the challenge posed by “Do not Leave Anyone Behind”, this document presents the interregional learnings of the Peer-to-Peer (P2P) project of EvalPartners and EvalGender+ (2017-2018) entitled “Development of a culturally relevant 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 (REDWIM) and the Latin America and the Caribbean Network of Monitoring, Evaluation and Systematization (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, taking into account the particular cultural contexts and realities of the different regions.

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