

“Gender and Equity in Evaluations 2.0: From Conventions to Innovations”

REDWIM/EvalPartners Innovation Challenge Project EFGR IC #09

Second brief narrative progress report: August 15, 2014 - March 15, 2015

In our previous progress report we described the advances made in the first three phases of the project, which were basically in preparation for the design of the virtual program on Equity Focused and Gender-responsive (EFGR) Evaluation for Latin American/ Caribbean (LAC) countries. Thereafter there have been some accomplishments related to:

1. The **face-to-face workshop** held on September 16, 2014 in Cali, Colombia, following a virtual exchange of materials in a platform (mini-course), a Webinar and communications with professionals from two universities in Cali, Colombia (described in previous report). The objective of this workshop was to **build gender competences profiles in evaluation** per target groups, to be further developed as part of the e-learning program that is being designed. Eight professionals from the different sectors to be covered by the program (academic, public sector/decision makers, practitioners, and civil society) participated in this workshop, with final output being the draft competency profiles on EFGR evaluation for the four groups of professionals envisioned as participants in the virtual program. **Annex I** includes the agenda of this one-day workshop; the list of participants is in **Annex II**. This group has expressed interest in continuing supporting the process of designing and implementing the e-learning program, which gives us an important link with the academic sector.

2. **Building strategic alliances** and searching for potential LAC partners that would potentiate the sustainability of results of the project upon the termination of the EvalPartners grant. Our goal is that this pilot experience will provide the inputs to develop a program as a regular/permanent initiative in the region for the future. With this goal in mind, REDWIM and CIDE/CLEAR-Latin America signed a formal **Memorandum of Understanding (MoU)** on 9th February 2015 (**Annex III**) to support the development of the EFGR course under the terms of our agreement with IOCE/EvalPartners for this project. CIDE is the host of the regional Center for Learning on Evaluation and Results for Latin America (CLEAR-LA), a well-known institution that supports capacity building in evaluation, monitoring, and results-based management in the region. CLEAR-LA is part of the global network of CLEAR centers. Its representatives in this MoU are **Dr. Claudia Maldonado** and **Ms. Cristina Galindez**, active

members of the evaluation capacity building community in LAC. CLEAR will provide their e-learning platform as well as fellowships for 22 people from LAC to participate in the course, and will provide academic advice and support to the activities related to the formation of a LAC Learning/Community of Practice on EFGR.

The project team has also begun discussions with PNUD-Panama, through its Gender Knowledge Management project ALG (América Latina Genera - **Ms. Ivonne Urriola**), as well as with ECLAC and UN Women, on the idea of joining efforts for sustainability and expansion of this project as from the termination of the EvalPartners grant.

3. As part of the academic requirements of CIDA to participate in the development of the virtual program, a **peer-review videoconference** took place on 25 February 2015 with experts from Argentina, Colombia and Mexico, to give feedback to our draft matrix proposal (**Annex IV**) for the course and to refine the plans for its implementation. As a result of this peer-review, CLEAR proposed an extension of the date of the course until July 2015 so as to have more time to recruit a strong group of individuals from “champion institutions” that could be trained as change agents to advocate for the application of EFGR evaluations in LAC countries. This extension would also enable us to develop the instruments and procedures to monitor/evaluate this experience as a pilot program. After consultation with IOCE authorities, the **extension of activities of the EFGR IC#09 project until 31 August 2015** was approved.

It should also be noticed that the project team has asked **Dr. Lidia Heller**, the founder of REDWIM and an expert in e-learning and Gender in Organizations, to join the team of facilitators of the course as a methodological advisor. With her involvement in the course, together with our continuous communication with other members of REDWIM in LAC to seek advice, we reinforce the application of the gender approach and the e-learning experience towards the formation of the group of participants as change/equal opportunities agents for EFGR evaluations in the region and to the sustainability of results.

4. **Participation of the REDWIM/EvalPartners project team in the RELAC¹ Conference in Lima, 11-13 March 2015:** Contacts were made with people from the LAC evaluation community to further explore interest from different actors to participate in the virtual program. Also the idea of forming a CoP on EFGR evaluation was promoted among participants in the RELAC meeting. The presence of other members of REDWIM at the RELAC event will also contribute to generate and expand the critical mass needed to provide and maintain the EFGR approach in evaluation within this network and in the region beyond the termination of the EvalPartners project.

¹ RELAC is the Spanish acronym of the Latin American and Caribbean Network on Monitoring and Evaluation.

One of the products of these interactions with members of RELAC in Lima is a mapping exercise that we have initiated on potential people of different LAC countries and target groups who would be invited to participate in the virtual program.

5. Preliminary agreements between REDWIM and CLEAR for the development and implementation of the virtual program:

- a) We will not provide a standard evaluation course but a virtual program to build capacities of **change agents (“champions”)** in the target groups (academic, public sector/decision makers, practitioners, and civil society), to advocate for EFGR evaluations within their institutions.
- b) Given that this will be a “pilot” experience, we will need to build a **baseline** related to what we would like to obtain from the course (competencies to be strengthened). This baseline will be the core of the course evaluation.
- c) There should be clarity about the **Theory of Change (ToC)** for this program: Based on the proposal made to the Innovation Challenge competition, the ToC of this project “aims to demonstrate and neutralize the reasons why the mainstreaming of Gender into evaluation of development policies and programs in LAC have produced weak results, as well as the efforts to create evaluative cultures in the countries of the region”. The ToC also applies the theories of **coalition**² and **diffusion**³, based on which *a pilot group of professional women and men from different disciplines and sectors will be formed and trained as “Equal Opportunities Agents” (Change Agents) to develop the necessary competencies to promote the design, implementation and use of intercultural equity-focused and gender-responsive evaluation in different countries of Latin America.*
- d) The participants’ profiles for the four target groups need to be developed as part of the design of the course. We will seek representatives of strategic institutions where we consider that the course can make a difference, be replicated, escalated. The idea is to **make a difference and have an impact** through coordinated efforts and advocacy.

² **Coalition Theory**, developed by Paul Sabatier and Hank Jenkins-Smith and commonly known as the **Advocacy Coalition Framework**, proposes that individuals have core beliefs about policy areas, including a problem’s seriousness, its causes, society’s ability to solve the problem, and promising solutions for addressing it. Advocates who use this theory believe that policy change happens through coordinated activity among individuals and organizations outside of government with the same core policy beliefs. Extracted from: Stachowiak, S. (2013).

³ Everett M. Roger’s Diffusion of Innovations, or **Diffusion Theory**, refers to the process by which a change agent (e.g., individual, informal group or organization) **models or communicates an innovation**. Extracted from: Stachowiak, S. (2013), P. 26.

- e) Given that the course seeks proposals from participants to develop specific initiatives within their institutions, our challenge will be to get financial resources to support the **development of the best proposals** submitted. We are in conversations with CLEAR and other LAC institutions to seek resources for this purpose.

Based on the accomplishments as described above, we would like to summarize our achievements under the following criteria:

ALLIANCES AND NETWORKS: REDWIM is mobilizing its partners and networks in different LAC countries to promote the knowledge and practices of EFGR and to raise interest in the creation of a CoP through the change agents formed in the course. Also as a step forward in this strategy, REDWIM is promoting the **incorporation of the gender approach in evaluation standards** in the LAC region, for which we have started lobbying with the RELAC and specifically with UN Women.

RELEVANCE: The discussions held at both meetings in Cali, Colombia (Gender and Evaluation in Public Policies) and Lima, Peru (RELAC IV Conference) demonstrate that the EFGR approach is **highly pertinent to the needs of the region in the framework of emerging new development paradigms** that are people centered and based on equity, equality, good governance and human rights principles.

INNOVATION: This virtual program is being developed as a pilot project for which an evaluation/systematization process is being designed to provide lessons learned and best practices to advance knowledge and ensure replicability of the experience. The strength of this innovative approach is the **formation of change agents with gender competencies in evaluation**, to cope with the need to engender different approaches such as the “competencies profiles in evaluation” which, according to a recent article **continue to be "gender blind"**.

SUSTAINABILITY: Our agreement with CLEAR-LA, an active capacity building actor in the region, is a strategic move towards sustainability of results for this program. The signed MoU offer possibilities for the continuation of this program in the long term, with improvements to be made according to the evaluation process for the virtual program, that is being designed.

ADVOCACY AND CHANGE EFFORTS: The development of this virtual program will not only provide evidences to advocate for the application of the EFGR approach in evaluation in different organizations in LAC, but will also **enhance the role of change agents to advocate for it in other spaces such as RELAC, EvalPartners, EvalGender+ Group, etc.**, with an increased level of collaboration and impact.

6. BUDGET EXECUTION

Annex V presents the budget execution in terms of actual expenses incurred and projected remaining funds to be spent to support on-going activities.