

Resources in Evaluation Capacity Development

Special focus on

Gender Equity and Equality

TASK FORCE ON CAPACITY DEVELOPMENT

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List of Acronyms

ACG	African Center for Gender
AEA	American Evaluation Association
AfrEA	African Evaluation Association
AGDI	African Gender and Development Index
APEA	Asia Pacific Evaluation Association
AWPS	African Women's Progress Scoreboard
CLEAR	Centres for Learning on Evaluation and Results
DEE	Development Worldwide
ECOI	Evaluation Community of India
E&E	Equity and Equality
EES	European Evaluation Society
EFGR	Equity Focused and Gender-responsive Evaluations
GEWG	Gender Equality Working Group
GSI	Gender Status Index
IDEAS	International Development Evaluation Association
IME	Institute for Monitoring and Evaluation
IOCE	International Organization for Cooperation in Evaluation
IPDET	International Programme for Development Evaluation Training
IRMA	Institute of Rural Management Anand
ISST	Institute of Social Studies Trust
ITEC	International Technical and Economic Cooperation
LAC	Latin American & Caribbean
NILERD	National Institute of Labour Economics Research and Development
PEA	Political Economy Analysis
SAMEA	South African Monitoring and Evaluation Association
SCAAP	Special Commonwealth Assistance for Africa Programme
SDG	Sustainable Development Goals

Mapping of Capacity Development Resources

INTRODUCTION

The present exercise is an attempt to map the current capacity development programmes and other resources/knowledge products in the field of evaluation internationally, regionally and in the individual countries, and the extent to which such capacity development initiatives focus on equity and gender equality issues. In undertaking this mapping, apart from information collected from internet resources, inputs from individual members, evaluation professionals from various countries were combined to assemble a picture that provides a bird's eye view of the on-going capacity building efforts and resources. The picture is certainly not complete. It is a continuous activity as a lot is happening across the globe in this field. It is also to mention here that in the process of mapping, general books on evaluation have been omitted as fairly a large number of books are available and have accessibility.

This activity is in response to the adoption by the UN General Assembly of a specific Resolution (A/RES/69/237) titled "Capacity building for the evaluation of development activities at the country level" on 19 December 2014 and declaration of the year 2015 as the International Year of Evaluation. A series of activities took place since then across the globe that focused particularly on gender and equity aspects in evaluation. These international developments and the achievements during the International Evaluation Year were reviewed in a meeting of the EvalGender+ held in New York in April ,2016. An important outcome of the EvalGender+ Management Group meeting held in New York in April 2016 was the creation of task forces on various issues relating to gender-responsive and equity focused evaluation for charting the way forward to achieve the dream EvalGender+ works for. One of these is the Task Force on Capacity Development. The Task Force initially comprised of 11 members. Out of these, three were the co-chairs as below:

- *Rashmi Agrawal*
- *Julia Espinosa*

A number of other evaluation professionals volunteered to join and contributed to the Task Force's activities. To make the process more participatory members were invited for the task and about 50 members shown their interest in joining the group and supported the task. Not many could contribute due to their pre-occupations but they provided moral support to complete the task. A list of all the members is at Annex 1.

During the mapping activity, members raised two main issues relating the scope of this exercise – a) whether university-based regular programmes leading to diploma and degrees in evaluation should be included or not; b) whether learning programmes with EFGR theme only should be considered. As regards the first, it may be said that during this whole exercise the emphasis has been on gathering as much information as possible on the available capacity building programmes, and other resources relating to tool kits etc. in the field of evaluation to make it a resource in itself. Some university courses have been included in the repository. It was thought that this exercise of mapping would help in understanding the resources available and would be useful for those involved with the field of monitoring and evaluation and looking for various resources. On second issue of whether these resources have Equity Focused Gender Responsive (EFGR) focus or aspects, the document has been reviewed in terms of its gender focus. It has also been seen that the resources that do not cover any gender aspects is it possible to include this aspect in the existing scheme of things?

The Objectives

The Task Force set up for itself the following objectives in consultations with co- chairs and subsequently with other group members:

- Mapping of various existing capacity building initiatives in the field of evaluation, within and beyond international agencies
- Assessing the extent equity and gender equality focus informed these training/learning efforts
- Mapping the training/learning resources available and the extent they integrated equity and gender considerations
- Assessing to the extent possible if the learning in application of methods of gender and equity focus in evaluation is translated into practice, post learning (e.g. trainees under EvalPartners' training initiatives)
- In the process, identify the expressed needs for training in conducting equity and gender focused evaluations particularly in developing countries.
- To assess and review if equity and gender focus is being addressed in the evaluations conducted

Activities, Approach and Process

To make the responses more broad-based a number of approaches and processes were followed. Relevant queries on the issues were placed on various websites like Gender and Evaluation Community, Evaluation Community of India (ECOI) and other social networks. Individual evaluation professionals, trainees and those associated with developmental planning and implementation (more than 250) from a number of

developing countries were addressed and wherever possible face to face discussions supplemented these efforts.

The mapping of training programmes and other resources can be seen in the following pages. The document is in two parts one relates to Evaluation Capacity Building Courses while the other relates to other evaluation resources in terms of tool kits and documents covering gender indicators etc..

Part 1 Capacity Building Courses

S.No.	Organization	Nature	Courses	Level	Participants	Frequency	Website	Remarks
A	GLOBAL							
1	UNICEF and IOEC under EvalPartners initiative	Web-based	Introductory e-learning programme <u>Fixed courses</u> that include Equity-Focused and Gender-Responsive Evaluation, National Evaluation Capacity Development in Country-led M&E Systems, Emerging Practices in Development Evaluations, Introduction to Evaluating Humanitarian Action, Advocating for Evaluation, and a few courses in regional languages aimed at regional audiences <u>Custom courses</u> that enable learners to create their own customized courses by selecting courses	Certificate	Open to all Participants are required to be registered	Thrice a year	www.elearning.evalpartners.org	One of the fixed courses organized thrice a year One of the courses is exclusively on Equity-Focused and Gender-responsive Evaluation
2	UNDP	Pre-Conference Workshops	Workshops preceding Conferences on National Evaluation Capacities	2016	Open to those registered	Biennial (last in 2015)	http://www.undp.org/content/undp/en/home/presscenter/pressreleases/2015/10/22/fourth-international-con	Issues relating to gender equality and human rights have been addressed.
3	UN Women (UN Women Training Centre e-learning campus)	Web-based	How to Manage Gender Responsive Evaluation (self-paced course)	From time to time	While open to all, mainly for UNWomen staff	All Year	http://trainingcentre.unwomen.org	This is an e-learning programme of 9 hours duration and 9 modules Fully devoted to Gender-responsive evaluations

4	MEASURE Evaluation (University of North Carolina)	Web-based	Over 24 online courses relating M&E	-	Open to all	All Year	https://www.cpc.unc.edu/measurement/resources/training/online-courses	A number of programmes are offered, mainly for Health sector. Free training material is also available online on various topics The training material covers not only general M&E concepts, but also on M&E of Constructive Men's engagement Programmes, M&E of Gender-Based Violence Prevention and Mitigation, M&E of Gender & Health Programmes, HIV Aids, etc.
5	Better Evaluation (RMIT University, Australia)	Web-based	Occasional events like Long Course in Monitoring and Evaluation and Learning for Think Tanks Claremont Evaluation Centre's Professional Development Workshop Series in Evaluation and Applied Research Methods Gender Analysis is one of the themes covered	-	Open to all	From time to time	http://betterevaluation.org	Programme offers a comprehensive range of on-line courses on general M&E methods but also on M&E in relation to a number of themes. Two of the themes cover gender analysis and feminist evaluations. Also, covered are themes like evaluation and children, climate change and adaptation and mitigation and agriculture.
6	IEG of World Bank and Carleton University Canada (IPDET)	Face to face	International Programme for Development Evaluation Training (IPDET) 2 week core programme followed by 26 weeks of	Certificate awarded	Senior and mid-level evaluation and audit professionals working in developed and developing country governments,	Annual	www.ipdet.org	Face-to-face programme at Carleton University. Includes 2 week core programme followed by 2 weeks of

			workshops on various evaluation themes		bilateral and multilateral development agencies, or non-governmental organizations.			workshops on various evaluation themes . One of the Workshops included in the core course relates to evaluating sustainability of development covering environmental sustainability and longer term inclusive development. One session/ workshop covers gender issues.
7	International Development Evaluation Association (IDEAS)	Face to face	Technical workshops preceding Triennial Global Assembly events	Certificate provided	Members	Biennial	http://ideas-global.org/	While in Global assembly gender is a cross cutting issue ; pre Assembly workshops are organised covering various aspects of gender issues
8	CLEAR (Centres for Learning on Evaluation and Results) (Global Hub in World Bank and 6 Regional Centres)	Face to face	Short-term training course in various M&E topics Workshops Impact Evaluation Technical Course	Professional Training	Government agencies, civil society organizations, M&E capacity development service providers	From time to time	www.theclearinitiative.org https://www.theclearinitiative.org/event/impact-evaluation-technical-course-2016	CLEAR, a global M&E capacity development organization aiming to promote evidence-based decision-making, conducts sponsored courses in M&E tools and methods, capacity development , Operates through 6 Regional Centres located in Brazil, South Africa, India, China, Senegal-Burkina Faso, and Latin America, and a Global Hub in New York No GE focus is found. There is scope for including gender aspects with special reference to SDGs.

9	University of East Anglia, International Development	Face to face	Impact Evaluation for Evidence-Based Policy in Development (short course)	Professional training	Early and mid-level professionals, postgraduate students and academics with interests in or working with international agencies, governments, think-tanks, NGOs and other donor organisations	12 day	https://www.uea.ac.uk/international-development/development/development/co/professional-training/impact-evaluation	The University conducts short-term professional training course in impact evaluation as an introduction to current quantitative and qualitative designs and techniques The course content for the 2017 course does not show any clear evidence of GE focus. However, as the organization also offers courses in areas like climate change, water security, food assistance, etc. links could be established to bring sustainability and equity considerations into the training provided.
10	University of East Anglia	Face to face	MSc Impact Evaluation for International Development	P.G. Degree	It is also open to development professionals who commission and use evaluation studies, academics who plan to work in multi-disciplinary teams on future evaluation studies of development programmes, and advanced-level students who wish to gain a better understanding of the terminology and fundamentals of evaluation methods.	1 year	https://www.uea.ac.uk/study/postgraduate/taught-degree/detail/m-sc-impact-evaluation-for-international-development	Full and Part-time programmes leading to post-graduate degree in impact evaluation for international development enabling students to acquire skills in high quality impact evaluations. While there is no specific mention of GE focus in the course, it is seen that the course comprises two modules, one of which is on welfare and evaluations in development and the other is on applied methods in impact evaluation. In view of this equity and sustainability aspects could

								get covered in this programme. Also, the university offers post-graduate programmes in fields like water security, gender analysis in development, climate change sustainable development and agriculture and rural development. development professionals who commission and use evaluation studies, academics who plan to work in multi-disciplinary teams on future evaluation studies of development programmes, and advanced-level students who wish to gain a better understanding of the terminology and fundamentals of evaluation methods.
11	London International Development Center	Face to face	LIDC Short Course on Evaluation for Development Programmes	Short training	The course is aimed at those who want an overview of evaluation techniques. This includes development professionals who commission and use evaluation studies, academics who plan to work in multi-disciplinary teams on future evaluation studies of development programmes, and advanced-level students who wish to gain a better understanding of the terminology and fundamentals of evaluation methods.	5 day	http://www.3ieimpact.org/en/evaluations/3ie-workshops-and-courses/lidc-short-course-evaluation-development-programmes/	It is a 5-day short course introducing trainees to the basic evaluation concepts and methods. There is no specific GE focus. Perhaps the duration is too short.

12	Graduate Institute, Geneva	Face to face	Impact Evaluation	P.G. Degree	Students enrolled in Master's programme in other disciplines of International Economics	Equivalent to Master course	http://graduateinstitute.ch/home/study/courses/courses-2015-2016/international-economics/ei041---impact-evaluation.html	Regular course, complementary to Master's programme in another department, introducing to the concepts and methods of impact evaluation, mostly experimental and quasi-experimental designs using econometric techniques. There is no particular GE Focus. However, the course seems to place heavy emphasis on concrete examples of evaluations in such areas as privatization of basic services, conditional cash transfer programs, health, community-driven social programs, education, and nutrition which are cross cutting issues.
13	International Training Center, of ILO, Turin	Face to face	Impact Evaluation of Public Policies, Programmes and Projects	Short course	Technical specialists in charge of monitoring and evaluation of development projects and programmes as well as officials from ministries of planning, the UN, development banks and NGOs. Researchers active in social sectors. Policy-makers.	5 day	www.itcilo.org/calendar/28630/at_download/FileEn	It covers concepts and methods of impact evaluation, evaluation under budget and time constraints and cost analysis. There is no apparent GE Focus. In the section of budget and cost analysis there is a need to have aspects like gender budgeting and social cost.
14	United Nations University	Online	Impact Evaluation	Professional training	A Bachelor's degree (or equivalent).	-	http://www.merit.unu.edu/training/online-courses/impact-evaluation/	Online course on concepts and methods of impact evaluation using quantitative methods and econometrics. There is no GE Focus. However, there are parallel

								courses in social protection for the poor and human development. It should be possible to relate impact evaluation to these themes.
15	edX and MIT	Online	Evaluating Social Programs	Training	This social impact course is designed for people from a variety of backgrounds: managers and researchers from international development organizations, foundations, governments, and non-governmental organizations from around the world, as well as trained economists looking to retool.	5 weeks	https://www.edx.org/course/evaluating-social-programs-mitx-jpal101x-4	The course focuses mainly on randomized evaluation designs for assessing impact of social development programmes. No explicit reference to gender or equity, but since the focus is on impact of social development programmes these aspects are likely to be touched upon.
16	INTRAC	Online, face to face	Monitoring and Evaluation, Impact Assessment and Theory of Change	Short term courses	Course a) is intended for those with some experience of monitoring and evaluation Course b) is aimed at staff of NGOs and CSOs who are relatively new to M&E, Course c) is designed for programme managers and those who are actively involved in planning, evaluating, and assessing the impact of programmes who have some experience of project cycle management and M&E	from time to time	http://www.intrac.org/pages/en/monitoring-and-evaluation-impact-assessment-and-theory-of-change.html	Three courses are conducted – a) Advanced Monitoring and Evaluation (Oxford, UK) of 5 days duration; b) Online Monitoring and Evaluation spread over 4 weeks; c) Theory of Change for Planning and Impact Assessment (Oxford UK). While there is no specific GE focus in the above three courses, there is another 5 day course in Gender Analysis for gender advisers in NGOs covering aspects like gender analysis tools and frameworks, human rights, poverty and livelihoods that are equity related. These could be woven into the other programmes exclusively on M&E

17	London School of Hygiene & Tropical Medicine	Online	Impact evaluation of interventions addressing social determinants of health	Short course	Any registered person	20 hour	http://tie.inspvirtual.mx/portales/sdhnet/impact.php	On-line, self-directed 20 hour course (spread over six sessions) on methods for evaluating the impact of policies or programs that could be mainly health-sector specific. Covers both quantitative and qualitative approaches. The course covers general methods and there is no special GE focus.
18	Georgetown University	Face to face	Development Impact Evaluation	Under graduate program	Students with courses in micro or macro economics and econometrics	-	http://courses.georgetown.edu/?CourseID=ECON-491	An under-graduate programme on Development Impact Evaluation offered by Department of Economics that covers impact evaluation theory (causal inference, experimental design and basic statistics) as well as methods (randomization, difference-in-difference, regression discontinuity, and propensity score matching), with an applied curriculum. No GE focus.
19	Australian National University	Face to face	Quantitative Policy Impact Evaluation	Degree course	Postgraduate students in economics and public policy	-	http://programsa.ndcourses.anu.edu.au/course/ID/EC8026	A graduate course offered by Crawford School of Public Policy that is an introduction to concepts and practice of rigorous and policy-relevant impact evaluation techniques. No special GE Focus.
20	University of California, Center for Effective	Face to face, online	Berkeley - IDB Impact Evaluation Collaborative	Short program	Executive programme is for IDB staff and stakeholders. The on-line course and	2 week	http://cegadev.berkeley.edu/info/berkeley-idb-	2-week executive programme with a focus on research design, statistical

	Global Action				resources are available for any registered user		impact-evaluation-collaborative	methods, survey management, and dissemination of results to policymakers. The on-line course on Applied Impact Evaluation is available for anyone and covers basic concepts and methods and field methods (data collection, etc.), On-lines Guides on different topics are also available for anyone. The courses and material do not seem to have any GE Focus.
21	Ontario Council for International Cooperation		IMPACT		The IMPACT program has been created to support Ontario-based non-profit organizations to develop improved understanding of comprehensive program evaluation, increased ability for monitoring and assessing progress, and strengthened capacity for analyzing and communicating results.		http://ocic.on.ca/Impact	Comprehensive courses in theory and practice of evaluation. No special gender or equity focus
22	Oxford Poverty and Human Development Initiative	Online	Targeting and Impact Evaluation	Short training	On-line study video and audio and presentation open to all		http://www.ophi.org.uk/targeting-and-impact-evaluation/	Specific to impact of multi-dimensional poverty alleviation programmes; quantitative methods only Focus on equity (in terms of poverty). No specific gender focus
23	IMA International	Face to face	Certificate in Applied Evaluation	Certificate	This is for managers and monitoring and evaluation (M&E) officers who need to plan and implement M&E in their projects and programmes and for those wanting to improve their	3 weeks	http://www.imaiinternational.com/training/factsheet/Certificate+in+Applied+Evaluation	Short duration basic training held in different parts of the world. No specific GE focus

					M&E skills mainly for those working in international development projects			
24	University of Antwerp	Face to face	Strengthening National M&E Capacities and Use: Evaluation societies as a driving force	Short program	This training programme aims to bring together leading members of National Evaluation Societies in developing countries to strengthen those evaluation societies in taking up the role of developing national M&E capacities and use.	2 weeks	https://www.uanwerpen.be/en/faculties/iob/development-studies/development-studies-short/strengthening-nation/	Short duration programmes targeting NESs. No specific focus seen in any of the 5 modules. The p[rogram needs to include gender aspects.
25	PRIGEPP – FLACSO Argentina (http://www.prigep.org/)	Online (Spanish)	El enfoque de género en la evaluación de políticas y programas (Gender perspective and evaluation of policies and programmes)	Short program		5 week-course	http://www.prigep.org/emails/2014/docs/sem_eva.pdf	On-line course on gender approach in evaluation of public policies and programmes The program has gender focus. Unit 1 covers public policies and programmes, Unit 2 covers evaluation theory and methods and Unit 3 is exclusively devoted to gender mainstreaming in evaluation. This can be translated in other languages also.
26	FAO	Free e-learning courses	Online training on M&E, Impact Evaluation, Nutrition, Gender, Agriculture	Short program	Agriculture and food security professionals	Short program	fao.org/elearning/?elqTrackId=19C1F6E154C37321035A29AE2D3C377C&elq=6c52f9dbdeee41ce9b635cbd718e37ac&elqaid=1279&elqat=1&elqCampaignId=#/elc/en/courseCategories	E-learning to meet the needs of agriculture and food security professionals Very short (3.5 hrs2. GE The course on M&E is basic and does not have any GE focus. There are separate courses on Gender, food security, etc. The course on gender covers gender equality and empowerment, but it is not related with M&E.
27	American	Online	Online Graduate certificate in	Graduate	Open to all registered online	12 credit	http://www.ame	On-line course of 12

	University	Degrees	Project Monitoring and Evaluation	certificate		course	rican.edu/spexs/pme/index.cfm	credits. It is a general course on M&E covering a)principles and theory, b)qualitative methods c) quantitative methods and d)Evaluation approaches & designs/emerging trends/ No special GE focus
28	Michigan State University	Online	Master of Arts Degree and a Graduate Certificate in Program Evaluation	Graduate certificate	On-line registrants	12 credit course	http://progeval.msu.edu/	Graduate Certificate is a paid basic course of 12 credits (4 courses of 3 credits each) covering Eva. Foundations, Eva. Design/Qual./Mixed method Eva.,etc. There is no special GE focus in the course content.
29	Montclair State University	Face to face, and online	Graduate Certificate in Program Evaluation	Certificate	Graduates and evaluators		http://www.monclair.edu/cehs/academics/programs/program-evaluation/	Courses are offered in hybrid format, classes about one Saturday per month with the remainder of work to be completed online. The entire certificate program may be completed in less than a year. No special focus on GE.
30	The University of Tennessee	Face to face	Ph.D program in Evaluation, Statistics, and Measurement (ESM), Graduate Certificate in Evaluation, Statistics & Measurement	Post Ph.D short program	It is for those Ph.Ds wishing to develop knowledge in these fields		http://epc.utk.edu/graduate-certificates/	Graduate Certificate (Evaluation, Statistics and Measurement) is an 18 hour post PhD programme. There is no special GE focus
31	University of Wisconsin-Stout	Online	Evaluation Studies Professional Development Certificate	Foundation Certificate course	New or experienced evaluators		http://www.uwstout.edu/programs/pdc/es.cfm	This is an on-line foundation course in eva. skills covering basic theory and practice. No GE focus.

32	The Hague Academy of Local Governance	in-person	Gender Mainstreaming & Service Delivery	Certificate Course fee € 2.450,-.	Development practitioners at donor and development organisations, international NGO's, the UN system and policy and decision makers at local and national government level.	Check on web site	http://thehagueacademy.com/blog/2015/05/gender-mainstreaming-service-delivery/	This course on Gender Mainstreaming & Service Delivery, discusses how you can increase the effectiveness of your programmes by including the gender dimension.
33	Human Rights and Justice Group, Nigeria	Online Certificate Course	Gender and Development Training	Online certificate US\$300	Gender focal points, women organization, programs and project managers, researchers, policy-makers, activists, women advocates and feminists, students, staff of NGOs and CBOs, staff of UN specialized agencies, donor agency field workers, volunteers, development actors, trainers, students, government officials	One month	http://www.justicegroup.us/gender-development	This course is designed to prompt an exploration of common behaviours and attitudes towards gender differences. The overall purpose of the training programme is to enhance the gender-responsive planning of key institutions and the management skills of their employees, so that they can more effectively play their part in implementing gender-sensitive development policies as well as mainstreaming gender in order to achieve the Sustainable Development Goals, SDG's.

44	Cairo University		Gender Diploma course					to be launched shortly
B	REGIONAL							
35	Australasian Evaluation Society	Face to face	International Evaluation Conference - Pre-conference workshops	Short program	Members of AES	2 day	http://conference2016.aes.asn.au/index.php?option=com_content&view=featured&Itemid=101	These pre-conference workshops cover a variety of themes (e.g. in 2016) like Collaborative Outcome Reporting, Developing M&E Frameworks, Interacting with Stakeholders, Communicating Evaluations Effectively, Outcome Mapping, etc. While some of the workshops may cover equity and gender aspects, there is no specific focus on it
36	Asia Pacific Evaluation Association	Face to face	APEA Evaluation Conference 2016	Half or one day workshops	Members and participants of APEA	2 days	http://www.asiapacific-evaluation.org/apeaconf2016/post-conf-	The 2-day Post Conference Workshops (in 2016) addressed ten different

							<u>workshops</u>	<p>topics such as How to manage gender-responsive evaluations, Designing and utilizing evaluation frameworks in complex situations, etc.</p> <p>Two of the ten topics aimed at eval. Capacity developments specifically address gender-issues and SDGs and evaluation. In fact, the discussions in the Conference also addressed topics like Reduced Poverty, and Inequality, Gender, Inclusive Peace and Social Justice in one stream and Environment and Sustainability in another.</p>
37	American Evaluation Association	Face to face	Summer Evaluation Institute		AEA members, non-members who are evaluators, researchers, NGO administrators, etc. and full-time students.		http://www.eval.org/p/cm/ld/fid=346 Other links: http://www.eval.org/p/cm/ld/fid=43	Summer Evaluation Institute is a capacity building programme of American Evaluation

								Association. It is a 4-day programme including 26 workshops on different evaluation themes like Introduction to evaluation, evaluation theories and approaches, development and use of indicators for programme evaluation, etc. There is no specific workshop addressing equity and gender aspects
38	Development Worldwide (DWW), the Czech Evaluation Society, and the Slovak Evaluation Society	Face to face	European Program for Development Evaluation Training			6 days	http://www.europeanevaluation.org/sites/default/files/events/Invitation%20EPDET%202016.pdf	European Programme for Development Evaluation Training (EPDET) is a programme with core programme on the lines of IPDET
39	African Evaluation Association	Face-to-face	Various Evaluation themes covered by pre-conference workshops	Mixed	evaluation practitioners and other stakeholders	Every Biennium during AfrEA conferences	www.afrea.org	<u>Type:</u> Pre-Conference Workshops (half-a-day each) during the first two and a half days of the 5 day AfrEA International

								Conferences. Covers themes like SDGs. AGDEN conducts programmes on Gender & Human Rights Responsive Evaluations
40	African Gender & Development Evalautors Network AGDEN	Face to face	Gender & Human Rights Responsive Evaluation	Advanced	Evaluation practitioners on Africa	Every Biennium during AfrEA conferences also annually during the M&E Week each November in Kenya	www.agdenworld.org	AGDEN works to build the capacity of evaluation practitioners in the integration of Gender and human rights principles and practice into the conduct of M&E of policy and development initiatives in Africa. The main theme underpinning AGDEN's activities is promotion of gender and equity responsive evaluations
41	Latin American & Caribbean (LAC) Women in Management Network /REDWIM and CLEAR-LAC	E-learning program with permanent interaction with tutors (Spanish)	4 Modules on Gender Transformative Evaluation and leadership competencies for change agents	Certificate	Emphasis on 4 mixed groups: Academic; evaluation practitioners and commissioners; women organizations.	Pilot program offered in 2015; expected to be offered again.	http://www.wim-network.org/	This pilot course was given under a winner project of EvalPartners "Innovation Challenge" contest 2014/2015 and

								with technical support from CLEAR-LAC.
42	HERA International (Global Human Rights Education and Training Centre)	A tutored e-learning course	1. Monitoring and Evaluation in the NGO Sector 2. Data Collection and Analysis for Project Monitoring and Evaluation	over 45 days each	Open	From time to time	www.hera.org/learn	It is not known to what extent these programmes integrate GE aspects. The organization deals with human rights and also conducts separate course on gender based violence, child rights, human rights, gender equality and gender-responsive budget.
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43	National Institute for Labour Economics Research and Development, New Delhi	Face-to-face	Three-month Course on Monitoring and Evaluation Covers EFGR issues	Certificate	Officials from developing Countries under ITEC/SCAAP/TCS program of the Government	annual	http://www.nilerd.ac.in/	It has 5 modules, followed by project work. It covers M&E concepts, building blocks of monitoring process, theoretical perspective, and emerging approaches of evaluation, methodological aspects (both quantitative and qualitative), and

								reporting and presentation skills and dialogue. While the entire programme uses experiences of development programmes from developing countries dealing with issues relating to social equity, Module III includes a special topic on evaluation with focus upon social equity and gender equality
44	National Institute for Labour Economics Research and Development, New Delhi	Face-to-face	Training programmes in M&E for officials of various State Governments in India	Short duration program ranging from one week to two weeks	Officials sponsored by State governments	As per requirements	http://iamrindia.gov.in/UserView/index?mid=1340	Program is on basics of M&E concepts, theory and practice. These are usually organized at the request of the respective State governments. While the focus is not formalized through special sessions, the importance of these concepts is highlighted.
45	Institute of Social Studies Trust (ISST) New Delhi	Web-based	Discussion forums	Short duration	All		http://www.isstiindia.org/	ISST attempts to bridge the gaps between

				workshops				research, action and policy debate, with a focus on issues concerning the poor, especially women. For this purpose workshops are organised from time to time besides research. They also develop tool kits to be used for evaluation.
46	Evaluation Training (Founder: Prof. R S Goyal)	Face to face	On sponsorship	5-day programme	All	As per need	rsgoyal52<rsgoyal52@gmail.com>	Introducing participants to experimental and non-experimental and qualitative techniques in evaluation, and develop research and consulting skills. The programme comprises 6 modules No specific GE focus. However, the course seems to focus on the developmental impact of initiatives to “raise incomes, empower women, improve learning, or reduce illness”

47	Institute of Rural Management Anand (IRMA), Gujarat	Face-to-face	Monitoring and Evaluation of development programmes	Certificate	Open to all Professionals involved in government programmes, civil society interventions, and CSR initiatives, as well as research professionals and those engaged in consultancy activities	Once in a year	https://irma.ac.in/imdp/mdpcalendar.php	5-day programme that aims at enhancing participants' knowledge and understanding of fundamental M&E principles and frameworks; provide analytical tools and enable them to apply these to their work. No specific GE focus
48	Institute of Rural Management Anand (IRMA), Gujarat	Face-to-face	Management development program on M&E	5-day programme	Open to all	Once in a year	https://irma.ac.in/imdp/mdpcalendar.php	Introducing participants to experimental and non-experimental and qualitative techniques in evaluation, and develop research and consulting skills. The programme comprises 6 modules. No specific GE focus. However, the course seems to focus on the developmental impact of initiatives to "raise incomes, empower women, improve learning, or

								reduce illness”
49	Institute of Rural Management Anand (IRMA), Gujarat	Face-to-face	An optional course (half credit) on M&E as part of PG Diploma in Rural Management	PG Diploma (2 years)	IRMA Students	Once in a year	https://irma.ac.in/imdp/mdpcalendar.php	
50	National Institute of Rural Development and Panchayat Raj (NIRDPI), (Centre for Planning, Monitoring and Evaluation), Hyderabad	Face to face	Monitoring and Evaluation of Livelihood Projects	6days	officials of District Rural Development Agencies, Zila Parishads, Civil Society Organizations, Rural Livelihoods Mission	From time to time	nird.org.in/nationalcampus/training.aspx	It is not known to what extent these programmes integrate GE aspects. However, as the focus of NIRDPI is rural development, equity issues cannot possibly escape getting into its training programmes. The institute also conducts training programmes separately on gender mainstreaming in rural development, gender equality and gender budgeting though perhaps not with focus on M&E
51	National Institute of Rural Development and Panchayat Raj (NIRDPI), (Centre for Planning, Monitoring and	Face to face	Evaluation of Rural Development Projects	5days	officials of the M&E Divisions of State Institutes of Rural Development	From time to time	nird.org.in/nationalcampus/training.aspx	Gender a cross cutting issue

	Evaluation), Hyderabad							
52	National Institute of Rural Development and Panchayat Raj (NIRD PJ), (Centre for Planning, Monitoring and Evaluation), Hyderabad	Face to face	Performance Indicators for Monitoring and Evaluation		NGOs, Project Officers of DRDAs and Zila Parishads	From time to time	nird.org.in/nationaloncampustraining.aspx	No gender focus as such. But a cross cutting issue
53	Sambodhi Research and Communications NOIDA		On various aspects of evaluation specifically data analysis, evaluation design etc.	Short courses	Donors/international and national NGOs/government officials/research institutions	From time to time	www.sambodhi.co.in/training	No specific gender focus
SOUTH AFRICA								
54	Institute for Monitoring and Evaluation (IME), and Stellenbosch University	Face to face	Introduction to Programme Evaluation	Short course	a) Certificate course is meant for first degree holders who are either practitioners of programme evaluation or those who wish to refresh their knowledge and skills.		http://www commerce.uct.ac.za/Organisations/Institute for Monitoring and Evaluation/20-2/	Introduction to Programme Evaluation is a 5-day course organized by IME in collaboration with Department of Sociology and Social Anthropology at Stellenbosch University. The course is of Level 7 in the National Qualifications Framework. It covers programme theory, process evaluation, outcome and

								impact analyses, cost-effectiveness analysis. This course is a module in the Post-Graduate Diploma in Social Science Methods. No GE Focus.
55	University of Cape Town (UCT), Section of Organizational Psychology	Face to Face	Master's and Doctoral Programmes in Programme Evaluation	Regular degree programmes	Masters: Those with an Honours degree or a four year professional bachelor's degree at HEQF level 8 including a component of quantitative research methods/statistics and with average mark of 65% in Honours degree. Doctoral: The minimum admission requirement is a Masters' degree in Programme Evaluation with a component in quantitative research methods at HEQF level 9. Candidates should have an average mark of 65% for their Master's degree.	Regular program	http://www.commerce.uct.ac.za/Organisations/Institute for Monitoring and Evaluation/20-2/	Master's programme in Programme Evaluation is a full-time one-year. Doctoral programme is after post-graduation and is only by dissertation (No course work or classes). GE Focus Not clear
SRI LANKA								
56	Sri Lanka Evaluation association together with Labour studies	classroom	modules on six different topics of both M&E	Diploma	M&E officers of government, NGOs, others in development sector	One year		To be started
57	University of Jayawardanapura	classroom	TESA course	Postgraduate Diploma	all graduate with relevant experiences	one year		Yet to be finalised
58	Sri Lanka Evaluation Association	workshop	Bi-annual International conference on evaluation	Participation certificate	all	two days per once in two year		Pre conference workshops are organised covering various topics including gender issues.

KENYA								
59	Kenya, UN Women & Kenyatta University	Face-to-face	Equity Focused & Transformative Evaluation		Govt, INGOs, UN WOMEN, Independent Evaluation Consultants, Univ Lecturers	Five year initiative started from 2012. Organised from time to time.	Program sponsored by UN Women	The objective of the training programme is to support efforts of the Government of Zimbabwe and other partners on strengthening capacities of women to respond to gender, peace and security concerns in Zimbabwe. The programme is also aimed on focusing women's participation at all levels of peace and security and policy making.

Part II Evaluation Resources					
S.No.	Resource	Year	Organization	Where available	Gender Focus
A			GLOBAL		
1	Sustainable Development Goals	2015	United Nations	www.un.org/sustainabledevelopment	There are 17 Sustainable Development Goals and 169 targets which demonstrate the scale and ambition of this new universal Agenda. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. While gender is a cross cutting issue, The Goal 5 looks

					at Achieving gender equality and empower all women and girls
2	Norms and Standards for Evaluation	2016	United Nations Evaluation Group (UNEG)	www.uneval.org/documents/guidance/documents	14 Norms and Standards (ten general and 4 institutional norms) are consolidated in the document which should be reflected in the management and governance of evaluation functions. Norm 8 relates to Human rights and Gender equality. It mentions that evaluation terms of reference should: Indicate both duty bearers and rights holders (particularly women and other groups subject to discrimination) as primary users of the evaluation and specify how they will be involved in the evaluation process; Spell out the relevant human rights and gender equality instruments or policies that will guide evaluation processes Incorporate an assessment of relevant human rights and gender equality aspects through the selection of the evaluation criteria and questions; Specify an evaluation approach and methods of data collection and analysis that are human rights-based and gender-responsive; Specify that evaluation data should be disaggregated by social criteria (e.g.

3.	Integrating Human Rights and Gender Equality in Evaluations	2014			sex, ethnicity, age, disability, geographic location, income or education).
			UNEG	www.uneval.org/documents/guidance/documents	The document mentions that HR & GE responsive evaluations are managerial tools that provide a holistic and meaningful assessment of how an intervention is guided by HR & GE approaches. It includes the understanding that GE is both a human right but also a dimension of development in its own right, and that HR are inclusive of, but not limited to, gender-related human rights. Furthermore, it emphasizes the common interest they represent for development practitioners: the application of both HR & GE principles offers opportunities to influence changes.
4	Impact Evaluation Guidance Document	2013	UNEG	www.uneval.org/documents/guidance/documents	The purpose of this guidance note is to define impact evaluation for member organizations of the UN Evaluation Group (UNEG). It notes that “All UN interventions have a mandate to address Human Rights and Gender Equality issues”. The questions which may help address HR/ GE principles in impact evaluations: To what extent has the UN agency incorporated HR/GE principles in inter-agency work: e.g.

					<p>the development of institutional monitoring and reporting mechanisms for workers' or children's rights?</p> <p>To what extent have governments and other institutional partners incorporated and applied HR/GE principles in their implementation of normative work?</p> <p>A theory of change may be explicit in the original intervention design -</p> <p>For example, projects or programmes might note that woman-headed households are poorer than others, but include no activities designed to address this inequality. Alternatively, a programme of land reform that pays attention to gender equality might not only enact rights to land, but may also ensure that the registration system includes a category for joint ownership, identifies the gender of the owner, communicates and promotes women's rights to land ownership and the advantages of joint registration, and provides disaggregated information about changes in the ownership of land by gender.</p>
5	Practical Tips on How to Strengthen National Evaluation Systems	2012	UNEG	www.uneval.org/documents/guidance documents	<p>The purpose of this report is to provide both technical and non-technical staff in the United Nations (UN) system with practical tips on how to strengthen national evaluation capacity systems. The document highlights the Roles and responsibilities of national stakeholders in NECD and mentions that Civil society is a stakeholder who should advocate for equity-focused</p>

					and gender-responsive evaluation systems.
6	Integrating Human Rights and Gender Equality in Evaluations - Towards UNEG Guidance	2011		www.uneval.org/documents/guidance/documents	<p>The document provides step by step guidance on how to integrate dimensions of human rights and Gender equity throughout an evaluation process. It focuses on an evaluation that is HR & GE responsive addresses the programming principles required by a human rights based approach and gender mainstreaming strategy. It contributes to the social and economic change process that is at the heart of most development programming by identifying and analyzing the inequalities, discriminatory practices and unjust power relations that are central to development problems. This Handbook addresses as to how this in practice can work, including understanding the different effects of interventions on women and men from diverse stakeholder groups.</p> <p>The document mentions that to</p>
7	UNEG Code of Conduct for Evaluation in the UN System	2008		www.unevaluation.org/uneocodeofconduct	<p>promote trust and confidence in evaluation in the UN and those working for the United Nations system are required to commit themselves to the Code of Conduct for Evaluation with respect to certain obligations including the differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, while using evaluation instruments appropriate to the cultural setting.</p>
8	UNEG Ethical Guidelines	2008		www.unevaluation.org/ethicalguideli	The Guidelines suggest that

		2008		nes	Evaluators shall respect differences in gender roles along with other aspects such as respect for dignity and diversity. It mentions that the organizations should try their best to promote gender equality. Evaluation Managers have a duty to appoint inter alia persons with an appropriate diversity in gender, ethnicity, religion and language.
9	UNEG Quality Check-list for Evaluation Reports	2010		www.unevaluation.org/document/detail/607	<p>The quality checklist is intended to quality of evaluation report. It presents the structure of evaluation report and highlights that evaluation should have appropriate methods for analysing gender and rights issues. The report uses gender sensitive and human rights-based language throughout, including data disaggregated by sex, age, disability, etc.</p> <ul style="list-style-type: none"> - The evaluation approach and data collection and analysis methods are gender equality and human rights responsive and appropriate for analyzing the gender equality and human rights issues identified in the scope. - Reported findings, conclusions, recommendations and lessons provide adequate information on gender equality and human rights aspects.
10	UN Women Evaluation Handbook: How to manage gender-responsive evaluation	2015	UN Women	http://genderevaluation.unwomen.org/en/evaluation-handbook	This is a practical handbook to help those using gender-responsive evaluations by providing direction, advice and tools for every step in the evaluation process: planning, preparation, conduct, reporting, evaluation use and follow up. The

					guide is useful to international development evaluators and professionals, particularly those working on gender equality, women's empowerment and human rights. Further the guide highlights definition of gender-responsive evaluation in UN Women, what makes an evaluation a gender-responsive evaluation, strategic intent of gender responsive evaluation, gender-responsive evaluation within results-based management etc.
11	Transform: the magazine for gender-responsive evaluation	2015 - ongoing		http://www.unwomen.org/en/digital-library/publications/2015/6/transform-issue-01	This magazine has a gender focus. TRANSFORM aims to make more accessible good practices and lessons learned on what works for gender equality as identified by corporate evaluations managed by the Independent Evaluation Office, as well as in managing gender responsive evaluations. TRANSFORM will feature not only UN Women corporate evaluations and meta-analysis, but also issues specifically dedicated to gender-responsive evaluation.
12	Gender equality evaluation portal	2014	UN Women	http://genderevaluation.unwomen.org/en	The Gender Equality Evaluation Portal makes available more than 350 evaluations on what works to achieve gender equality and women's empowerment. It serves as a tool to strengthen and promote the exchange of evaluation findings, conclusions and recommendations with stakeholders and potential users in order to have a wider impact on learning and to contribute to improved policy design and programming in the area of gender equality.
13	Gender Evaluation Consultant Database	2015	Un Women	https://evalconsultants.unwomen.org/	This is a database managed by the UN Women Independent Evaluation Office, aiming to connect consultants that have demonstrated gender

					equality and evaluation experience with hiring managers seeking this expertise. The database currently has 102 profiles.
14	Global Accountability and Tracking of Evaluation (GATE)	ongoing	Un Women	http://gate.unwomen.org/	GATE System is an on-line based Information Management System, which facilitates UN WOMEN's effort to strategically plan and effectively use evaluations for accountability, management for results, and knowledge management.
15	Monitoring and Evaluation Training Guide		UNDP Independent Evaluation Office	www.undp.org/evaluation/documents/MandE-Training	This guide contains material intended to help facilitate training in monitoring and evaluation in the results framework. Emphasis on gender is limited, except for indicators such as judicial officers and support staff trained in understanding of gender violence.
16	Handbook on Planning, Monitoring and Evaluating for Results	2009	UNDP	www.undp.org/evaluation/guidance/	This handbook aims to support UNDP in becoming more results-oriented and to improve its focus on development changes and real improvements in people's lives. There is some focus on differences between the roles and needs of men and women, and their involvement in the planning, monitoring and evaluation processes; as well as gender analysis.
17	Insight on National Evaluation Capacities in 43 countries	2015	UNDP	www.undp.org/evaluation/	This Study documents the current state of national evaluation capacities and existing institutional set-ups in the 43 UNDP programme country signatories of the 18 National Evaluation Capacities (NEC) commitments (2013). The NEC 18 which aims to incorporate gender capacities/perspectives in M&E national systems is analyzed across countries.
18	Blending Evaluation Principles with Development Practices to Change People's Lives - Proceedings from the Fourth International Conference on National Evaluation Capacities	2015	UNDP	www.undp.org/evaluation/nec/nec2015/	This document contains proceedings from the Fourth International Conference on National Evaluation

					Capacities organized in Bangkok from 26 to 30 October 2015. The conference was jointly organized and conducted in parallel with the International Development Evaluation Association (IDEAS) Global Assembly 2015. The key outcome of the conference was the Bangkok Declaration on Principles for National Evaluation Capacity for the SDGs, a joint declaration of all participants in both conferences. Gender equality and reduced inequalities are two of the SDGs and participants discussed addressing gender equity in evaluations of public policies and programmes.
19	Evaluating the Sustainable Development Goals within a "No one left behind" lens through equity-focused and gender-responsive evaluations (in Draft Stage)	2016	UN Women, EvalPartners, EvalGender+	www.evalpartners.org/selected-books	This is the report of the 2016 New York High-Level Panel and Technical Seminar, held from 15 to 17 March, where policy makers and evaluators gathered in New York City to reflect on how the 17 sustainable development goals will be evaluated "leaving no one behind". It is mentioned that gender-responsive evaluation has an important role to play throughout the implementation process. Other topics covered include critical gender dimensions in definition of indicators, transformative evaluations, feminist evaluations, gender-responsive budgeting, and the role of communities as key stakeholders.

20	New Trends in Development Evaluation	2006	UNICEF, (jointly with IPEN)	www.evalpartners.org/selected-books	This working paper was conceived to stimulate debate on new trends in the evaluation function within the Post-Paris new Aid architecture and the UN Reform, and to explore the status of the evaluation function in CIS countries. The importance of identifying differences – culture, religion, gender, disability, age, sexual orientation and ethnicity – among participants in evaluations is considered. In addition, there is a need to focus on how gender issues were implemented as a cross-cutting theme in programming, how gaps were identified in capacity of rights-holders and duty-bearers, and how design and implementation addressed these gaps
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21	Bridging the gap: The role of monitoring and evaluation in evidence-based policy making	2008	UNICEF, (in partnership with World Bank, IDEAS, DevInfo, and MICS)	https://www.unicef.org/ceecis/evidence_based_policy_making.pdf	The document brings together the vision and lessons learned from different stakeholders on the strategic role of monitoring and evaluation in evidence-based policy making. The gender aspect has not been covered here but has tremendous scope in case the book comes as new addition. In the chapter on multiple indicator Cluster surveys (mics), limitations para includes about non availability of data including on sex workers, street children but includes data on sex covering households only. The chapter the case of the republic of Serbia. In 2006, the gender statistics database was created within the DevInfo application and has since been used by SORS and the United Nations Development Programme (UNDP), to prepare the publication: Men and Women in the Republic of Serbia. It is not clear how many indicators have been included to have data on women and what aspects is it covering. The original data base may provide more insights. .
22	Country-led monitoring and evaluation systems: Better evidence, better policies, better development results	2009	UNICEF (in partnership with World Bank, IDEAS, IOCE, UNECE, DevInfo, and MICS)	http://betterevaluation.org/en/resources/guide/country-led_monitoring_and_evaluation_systems	The book is collection of Articles from experts and do not focus on gender explicitly. However some articles make a mention about future priority on economic equity, social inclusion and environmental sustainability. Articles on data and MICS mention about data related to women and children which could be collected through system and has been included in DevInfo database.

23	Country-led monitoring and evaluation systems: Watch and listen international keynote speakers. (DVD)	2009	UNICEF (in partnership with IDEAS, IOCE, WFP, OECD/DAC Network) on development evaluation, and DevInfo)	http://betterevaluation.org/en/resources/guide/country-led_monitoring_and_evaluation_systems	
24	From policies to results: Developing capacities for country monitoring and evaluation systems	2010	UNICEF (in partnership with DevInfo, IDEAS, ILO, IOCE, World Bank, UNDP, UNIFEM, and WFP)	http://betterevaluation.org/en/resources/guide/country-led_monitoring_and_evaluation_systems	<p>This resource contributes to the international debate on moving from policies to results through country-led monitoring and evaluation systems. The document is divided into three parts: 1. From policies to results through country-led monitoring and evaluation systems. 2. Developing country monitoring and evaluation capacities and 3. Developing country monitoring and evaluation capacities.</p> <p>Part 2 of the book has a chapter on ‘Gender equality and Human Rights responsive evaluation: rethinking approaches’. This chapter attempts to identify and stress the role of evaluation, in the current development context, to achieve gender equality and women’s empowerment. It highlights key principles and parameters for gender equality and human rights responsive evaluation. It has highlighted the parameters which should be included in evaluations under this paradigm that aims for social transformation through the evaluation process – where evaluation practice itself becomes an agent of change.</p>
25	How to design and manage equity-focused evaluations	2011	UNICEF	evalpartners.org/sites/default/files/EWP5_Equity_focused_evaluations.pdf	The purpose of this document is to provide guidance to UNICEF Country Offices, their partners and Governmental and Civil Society stakeholders, on how to design and manage evaluations to assess the

					contribution of policies, programmes and projects to equitable development results for children. This document is divided into two parts. Part I discusses Equity and Equity-focused evaluations. Part II explains how to manage Equity-focused evaluations. It argues that the disparities caused by biological factors cannot be termed as inequality but if girls and boys showed dramatic differences in nutritional status or immunization levels, the disparity would likely be due to social rather than biological factors. Evaluation criteria and potential questions for Equity-focused evaluations have also been discussed. It also documents examples of gender indicators.
26	Evaluation for equitable development results	2012	UNICEF (in partnership with Coneval, IDEAS, IDRC, ILO, IOCE, UNDP, and UN Women)	http://betterevaluation.org/en/resources/guide/country-led_monitoring_and_evaluation_systems	<p>The document aims to stimulate the debate on how the evaluation can contribute to achieve equitable development results with focus on human rights and equity. It has three parts- Part I is on “Evaluation and equity”, Part II- focuses on the methodological implications in design, implement and use of Equity-focused evaluations”; and part III presents some examples of Equity-focused evaluations.</p> <p>While gender is a cross cutting issue here two chapters exclusively focus on – 1. Human rights and gender equality in evaluation and 2. Strengthening Equity- focused evaluations through insights from feminist theory and approaches- it examines how feminist and other research theories, can be used in practice.</p>

27	Evaluation and civil society: Stakeholders' perspectives on national evaluation capacity development	2013	UNICEF, EvalPartners and IOCE (in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG, and UN Women)	www.evalpartners.org/.../Evaluation%20and%20civil%20society_v9_fin	The book is divided into two parts. Part I presents a shared framework for National Evaluation Capacity Development (NECD), highlighting the role of Civil Society Organizations. Part II focuses on the roles different stakeholders in the international community are playing or could play. This publication aims to contribute to the international discussions on how different stakeholders can create synergies and partnerships to contribute to equity-focused and gender-responsive country-led evaluation systems.
28	Voluntary organizations for professional evaluation: Learning from Africa, Americas, Asia, Australasia, Europe and Middle East	2013	UNICEF, EvalPartners and IOCE (in partnership with Cooperación Española, Ministry for Foreign Affairs of Finland, UNEG, and UN Women)	betterevaluation.org/en/resources/overview/Rugh_Voluntary_Organizations	This book is a sequel of Evaluation and Civil Society: Stakeholders' perspectives on National Evaluation Capacity Development. In that first book, leaders of major international agencies eloquently described their perspectives on the strategic role Civil Society Organizations can and should play in promoting use of evaluation by governments and others to be more transparent and accountable, and to use the findings of evaluations to continuously improve the effectiveness of policies and programs. There is recognition of the role that civil society can play in enabling progress in social justice, equity promotion and gender focus efforts.
29	Advocating for evaluation: A toolkit to develop advocacy strategies to strengthen an enabling environment for evaluation	2014	UN Women, EvalPartners, IOCE (in partnership)	http://www.evalpartners.org/sites/default/files/toolkit/UNICEF%20NY_A	The toolkit provides a series of incremental steps that can be taken to effectively advocate for national

30	National evaluation policies for sustainable and equitable development: How to integrate gender equality and social equity in national evaluation policies and systems	2014	with Ministry for Foreign Affairs of Finland, OECD, UNEG, UNICEF, and USAID, UN Women, EvalPartners, IOCE (in partnership with USAID, UNEG, Ministry for Foreign Affairs of Finland and Parliamentary Forum for Development Evaluation	dvocating%20for%20Evaluation_Web_1.pdf	evaluation policies and systems that are equity-focused and gender-responsive. Section 4 makes the gender perspective in evaluation and highlights how challenges related to promotion and implementation of equity and equality could be overcome by advocating for national evaluation policies with equity and gender focus. Various challenges and coping strategies have been discussed in this section.
31	Monitoring and Evaluation Training Curriculum	2009	USAID	https://www.usaid.gov/sites/default/files/documents/1864/Monitoring	
32	USAID Evaluation Toolkit - Guidance, Tools, Resources for Planning, Managing and Learning from Evaluations	2015	USAID	http://usaidlearninglab.org/evaluation	No specific mention of gender aspects
33	Guide to Gender Integration And Analysis	2010	USAID	https://www.usaid.gov/sites/default/files/documents/1865/201sab.pdf	The Guide provides a number of indicators like roles in decision-making and different access to and control over resources and services etc. It explains what gender roles exist and points to changes in the status and roles of women and men over time. It mentions that indicators need to be life changing.
34	Gender sensitive evaluation: best and promising practices in engendering evaluation	2014	USAID	http://pdf.usaid.gov/pdf_docs/PA00K43P.pdf	The document has a gender focus addressing various issues on gender and evaluations, indicators, training, sensitivity of evaluators etc. It details the Evaluation Models Compatible with a Gender Sensitive Approach. A gender responsive evaluation checklist has been provided in the document.
35.	Guidelines for Integrating Gender into an M&E Framework and System Assessment	2016	MEASURE Evaluation (University of North Carolina)	https://www.cpc.unc.edu/measure/resources/tools/evaluation https://www.measureevaluation.org/resources/tools/gender	It details as to how a comprehensive and explicitly integrated gender could be a part of the monitoring and evaluation (M&E) systems

35	Trafficking in Persons and Health: A Compendium of Monitoring and Evaluation Indicators	2014	MEASURE Evaluation	https://www.measureevaluation.org/resources/tools/gender	The document has a gender focus and provides gender sensitive indicators relating to health.
36	Compendium of Gender and HIV Indicators	2014	MEASURE Evaluation	https://www.measureevaluation.org/resources/tools/gender	The document has a gender focus and provides gender sensitive indicators.
37	Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators.	2008	MEASURE Evaluation	https://www.measureevaluation.org/resources/tools/gender	The document has a gender focus and provides gender sensitive indicators
38	Rainbow Framework Planning Tool	2013	Better Evaluation (RMIT University, Australia)	http://betterevaluation.org	The Framework identifies 34 different evaluation tasks, grouped by 7 colour coded clusters to make it easier to choose and use appropriate methods, strategies or processes. It also shows approaches (which combine a package of options) can be better used. The document does not mention gender aspects. However it has tremendous scope for its new edition with gender focus.
39	Equal Access Participatory Monitoring and Evaluation Toolkit	2011	Equal Access International	www.equalaccess.org	In this toolkit there are 9 modules one being Equal Access Community Researcher manual where gender aspects have been covered.
40	Speakers' presentations (2010-2016)	Each Year	IEG of World Bank and Carleton University Canada (IPDET)	www.ipdet.org/resourcecentre	Under IPDET program experts presentation are there which are available on line. In some of the lectures gender aspects are covered.
41	Evaluators' competencies	2012	International Development Evaluation Association (IDEAS)	www.ideas-global.org	The document indicates about the competencies required by Commissioners and Managers of evaluations. Evaluators' competencies have also been detailed. No specific gender focus. However it is a cross cutting issue.
42	Impact Evaluation Methods Booklet		CLEAR (Centres for Learning on Evaluation and Results) (Global Hub in World Bank and 6	www.clearinitiative.org/knowledgehub	CLEAR documents and kits in general do not address gender aspects. It is high time they revise the tools and make these gender sensitive.
43	Mobile-based Technology for Monitoring and Evaluation				
44	Embracing Evaluative Thinking for Better Outcomes				

			Regional Centres)		
45	OECD-DAC Criteria for Evaluating Development Assistance		OECD	www.oecd.org/dac/evaluation/49756382.pdf	The evaluation criteria address cross-cutting issues, such as poverty, gender and environment.
46	Gender, Monitoring, Evaluation and Learning Key Resources		Oxfam	http://www.genderanddevelopment.org/page/gender-and-mel-resources	This webpage is a collection of documents on gender in evaluation, specifically: <ul style="list-style-type: none"> • Monitoring, evaluation and learning • Indicators for use in monitoring, evaluation and learning • Global gender indices Standards and guidelines
47	Gender in Monitoring and Evaluation in Rural Development: A Toolkit	2005	World Bank	http://siteresources.worldbank.org/INTGENDER/Resources/RuralM_EToolkit2005.pdf	This toolkit has been developed to assist project task teams, borrowers, and partners to recognize and address gender concerns in designing rural development sector projects and to monitor and evaluate results, outcomes, and impact on achieving over-all rural well being
48	International IFRC Strategic Framework on Gender and Diversity Issues: 2013-2020	2013	International Federation of Red Cross and Red Crescent Societies (IFRC)	http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC%20Strategic%20Framework%20on%20Gender%20and%20Diversity%20Issues-English.pdf	This document aims to provide specific, strategic direction to the IFRC to ensure that its actions are non-discriminatory towards people of all ages and promote gender equality and respect for diversity throughout all of its work. The strategic framework applies to the IFRC Secretariat and all Red Cross and Red Crescent National Societies
49	Minimum Standard Commitments to Gender and Diversity in Emergency Programming	2015	International Federation of Red Cross and Red Crescent Societies (IFRC)	http://www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20MSCs%20Emergency%20Programming%20HR3.pdf	This guidance presents Red Cross Red Crescent staff and volunteers with a set of Minimum Standard Commitments to gender and diversity in emergency programming. They are designed to assist in the analysis of and response to the distinct needs of females and males of all ages and backgrounds
50	Thematic Evaluation: Gender Integration in Disaster Preparedness Programs in Asia and the Pacific: China Case Study	2009	Australian Red Cross	http://www.alnap.org/resource/20744	This case study forms part of a broader review of the integration of gender issues into Australian Red

					Cross (ARC)-supported disaster risk management (DRM) programs, focusing on AusAID NGO Cooperation Program (ANCP)-funded activities. The overall objective of the evaluation was: To assess the integration of gender integration into disaster management and preparedness projects and to draw lessons learned in order to improve the gender and disaster management programming of ARC and its partners. There are five specific gender performance indicators, mostly quantitative, identified in the project proposal, which are used as the basis for monitoring and evaluation. More indicators, especially qualitative outcome indicators, need to be developed in order to monitor the effectiveness and impact of the project.
51	Organizational Gender Assessment Tool	2011	Australian Red Cross	http://www.redcross.org.au/files/Organisational_Gender_Assessment.pdf	This tool recognises that considering gender is an essential part of quality programming and that National Societies are keen to get their organisations in better shape – but need help to get started. The answer is a simple tool that can a) highlight areas in need of work and b) build on existing strengths in a step-by-step way. The management of disasters provides a good example of the importance of gender mainstreaming. Indeed, gender mainstreaming is crucial at every stage of the disaster response from needs assessments to preparedness planning to disaster response and recovery.
52	A Sample Gender Analysis	2016	Catholic Relief Services	http://www.crs.org/sites/default/files/tools-research/a-sample-gender-analysis.pdf	This document is a condensed version of a full gender analysis of a food security program in Ethiopia. The

					document provides an example of what a gender analysis looks like and the questions it seeks to answer—as well as how to collect the data, analyze findings, and incorporate those findings into a program strategy. Conducting a gender analysis is an important step in helping program staff understand and address gender inequalities to maximize program results and outcomes and achieve a greater impact in the communities they serve.
53	Engendering Transformational Change. Save the Children Gender Equality Program Guidance & Toolkit		Save the Children	https://www.savethechildren.ca/wp-content/uploads/2016/03/gender_equality_program_toolkit_2014.pdf	This Guidance and Toolkit was developed by Save the Children Gender Equality Working Group (GEWG) in 2013-2014. The main question addressed is: how can we consistently, meaningfully and strategically integrate a gender equality focus across our programming work at Save the Children?
	Additional resources			http://scottchaplowe.com/additional-resources/	
			Monitoring and Evaluation NEWS	http://mande.co.uk/	
			ILO	http://www.ilo.org/eval/Informationresources/external/lang--en/index.htm	
B			COUNTRIES		
			India		
54	Toolkit on Gender-Sensitive Participatory Evaluation Methods (Series in Feminist Evaluation 1)	2015	Institute of Social Studies Trust (ISST) New Delhi	www.isstindia.org/publications	54 The Toolkit on Gender-sensitive Participatory Evaluation Methods draws on the rich experience of the use of participatory tools within an evaluation context. 55. This volume on engendering meta-evaluations is motivated by the recognition that
55	Engendering Mets-Evaluation - Towards Women's Empowerment	2015			
56	A Resource Pack on Gender Transformative Evaluations	2016			

					<p>in a large and diverse country programme outcomes can vary widely, and therefore that looking across a range of evaluations of the same programme in different contexts can offer valuable insights</p> <p>56. This Resource Pack is a product of the concerted efforts of the feminist evaluation network that came together during the seven workshops over the life of the 'Engendering Policy through Evaluation' project. The kit was initially conceived of as a training module, that could either be used as a stand-alone module or as part of a course on evaluation, for groups as diverse as development practitioners, evaluators or within a training institution or university</p>
57	Nandi, Rajib; Nanda, Rituu B and Jugran, Tanisha. Evaluation from inside out: The experience of using local knowledge and practices to evaluate a program for adolescent girls in India through the lens of gender and equity [online]. Evaluation Journal of Australasia, Vol. 15, No. 1, Mar 2015: 38-47.	2015	Institute of Social Studies Trust (ISST) New Delhi	http://search.informit.com.au/documentSummary?dn=936838345059984&res=IELBUS	This article describes an interesting approach where the evaluators recognised the value of using local community knowledge and experience in evaluating a Government of India program for the development and empowerment of adolescent girls. The

					evaluators tried to integrate participatory and appreciative approaches and looked at the evaluation process through a gender and equity lens.
58	Oosterhoff, P., Bharadwaj, S., Burns, D., Raj, A.M., Nanda, R.B. and Narayanan, P. CDI Practice Paper 16 Publisher IDS	2016	IDS	http://www.ids.ac.uk/publication/using-participatory-statistics-to-examine-the-impact-of-interventions-to-eradicate-slavery-lessons-from-the-field	This paper revolves around Participatory statistics as a form of participatory research that is increasingly used in development research. Participants observed that the demographic profiles showed how a context of voluntary and involuntary migration of men and boys results in a predominantly female population remaining in the hamlets, effectively silencing girls, who are not allowed to talk to people outside the household and whose voice consequently is not heard. This method contributed to internal learning in organizations about how gender relations and trust shape NGO staff encounters with beneficiaries and influence whose voices are counted.
59	Newsletters. Evaluation Community of India (ECOI)	2015-16	Quarterly News letter	http://www.ecoionline.com/	Evaluation community of India (ECOI) was launched in 2015. The overarching objective of

					well as other organizations.
61	Gender Indicators: What, Why, and How?	2007		http://www.oecd.org/dataoecd/43/04/43041409.pdf	This brief focuses on the use of gender indicators as a way of measuring change. The document offers examples of existing indicators – noting that they always need to be adapted to specific contexts.. Gender indicators can refer to quantitative indicators based on sex disaggregated statistical data - which provides separate measures for men and women on literacy. The document provides good practice when developing indicators and key questions to ask when designing gender indicators.
62	Feminist TIG Newsletter	ongoing	American Evaluation Association	http://comm.eval.org/feministissuesinevaluation/new-item	Each year, the Feminist TIG curates a week-long series of blogposts (AEA365 Tip-of-the-Day) that draw on the experiences and lessons learned of the membership and highlight the use and value-added of a feminist lens to evaluation practice and to the overall pursuit of gender equality and the empowerment of all women and girls. Blogs can feature an innovative feminist

					evaluation design or methodologies or explore themes of particular importance to women and girls
63	Togo adopts tool to enhance gender equality	2013	Togo	http://www.uneca.org/	The country launched its African Gender and Development Index (AGDI) report on 19 December 2013 following its implementation in 2012 with the technical and financial support of the African Center for Gender (ACG), which has been working with 24 countries to implement the tool. The AGDI is a composite index that combines both a quantitative assessment of gender equality in the social, economic and political spheres using a Gender Status Index (GSI); and a qualitative evaluation of governments' performance in their implementation of specific treaties, declarations, and resolutions through an African Women's Progress Scoreboard (AWPS). The first of its kind in Africa, the tool is designed to measure a range of issues such as time use, unpaid care work and ownership of rural/urban plots, houses

					or land that so far are not included or taken into account in international indices.
64	Basic education and gender equity in Togo			www.unicef.org	It documents that children must have equal and easy access to free and quality education in order to reach the Millennium Development Goals (MDGs) of Education in 2015.
65	Gender equality in Togo, social institutions and gender index			www.genderindex.org	It documents social institutions and gender index in Togo such as sets the minimum age of marriage for women. The document highlights the new Persons and Family code which provides equal inheritance rights to sons and daughters, Togolese women can file for divorce under the same conditions as men, several laws address sexual harassment Hence this document provides information on laws and regulations in TOGO which are in existence for providing gender equality.
66	Gender inequality in multidimensional welfare deprivation in west Africa: the case of Burkina Faso and Togo			www.gsdr.org/document-library , www.elibrary.worldbank.org/doi/abs	The document mentions that gender inequality should be tackled not only for reasons of equity, but also with a view to promoting economic efficiency for

					the better achievement of development outcomes. Gender inequalities in multidimensional deprivation in two countries in Burkina Faso and Togo have analysed. Gender inequality is observed in six dimensions that are: housing, basic utilities, assets, education, employment, and access to credit.
67	Draft working document: USAID Applied Political Economy Analysis Field Guide	2016	USAID	https://usaidlearninglab.org/library/applied-political-economy-analysis-field-guide	This document relates to USAID's approach to Applied political economy analysis (PEA). is taught by a PE specialist in a brief orientation workshop, during which specially written course materials and a tailored PEA Framework are used as a guide. The document mentions that PEA may help to explain the socio-political and cultural factors that incentivize violent behaviour or gender discrimination. It has been mentioned in the document that USAID has a number of assessment frameworks that were designed to explore specific issues, such as conflict, gender, and inclusive growth diagnostic. These can be

					used in conjunction with a political economy analysis. PEA-type questions can be added to these assessment tools, or a separate PEA could be conducted following these other assessments in order to deepen the analyses and provide more details about the constraints and opportunities for engagement.
68	Collaboration mapping tool	2015	USAID	https://usaidlearninglab.org/library/collaboration-mapping	The document mentions that the effective collaboration is a critical aspect of USAID's work. The document highlights :when to use collaboration maps , collaboration mapping tools and resources , steps for creating a collaboration map etc. There is no specific mention about gender aspects but these aspects need to be inserted in the document.

4. An Analysis of Mapping

4.1 Mapping of existing capacity development programmes

The mapping of existing capacity development programmes indicate that while the development evaluation is evolving into a separate discipline with its own specialized theory, schools of thought and practical approaches, this evolution has not in many countries been accompanied by a recognition of the emerging fact that expertise and practical skills in the field constituted a field of inter-disciplinary study by itself. While the professional evaluator acquires the basic skills in data collection, analysis and reporting, the findings through courses in statistics and related subjects at various levels in schools and higher educational institutions, skills in their highly nuanced applications in evaluation practice are generally acquired only through self-education, part-time training and practical experience. This is particularly true of the theory and practice of qualitative methods increasingly in use in modern evaluations. Specialized multi-disciplinary courses leading to recognized degrees in the field of evaluation, and more specifically those including equity and gender aspects, are indeed rare.

The mandate of the Task Force is to identify the existing capacity-building programmes and then assess the extent to which equity and gender are integrated in these programmes. Therefore, while the ultimate focus is on EFGR evaluation capacity, it may be necessary initially to look at various on-going programme and look for evidence of integration of equity and gender issues into them as mentioned above.

International organizations have been playing a key role in developing national evaluation capacities for some time now. The **International Programme for Development Evaluation Training (IPDET)**¹ organized annually since 2001, jointly by the Independent Evaluation Group (IEG) of the World Bank and the Carleton University in Ottawa, Canada, is a major initiative furthering the cause of evaluation capacity development. Spread over four weeks (2 weeks of core training followed by 2 weeks of opportunities to participate in 26 optional workshops), IPDET offers a comprehensive executive training programme in evaluation theory and practice that aims to provide managers and practitioners with the tools required to evaluate development policies, programs, and projects at the local, national, regional, and global levels. The workshops proposed for the 2016 IPDET programme include one on Challenges in Evaluating the Sustainability of Development and one on Evaluation, Development and Human Rights. A notable omission is the absence of sessions on gender-responsive evaluations. Since the course is conducted every year and SDGs have a focus upon equity and equality, it is high time that these issues are incorporated in the training program and workshops.

EvalPartners², a joint initiative of UN organs like UNICEF and IOCE, have in recent years provided a platform for web-based self-learning in evaluation. This introductory programme organized thrice a year offers both ‘Fixed’ courses and ‘custom’ courses that suit the needs and convenience of the learner. The fixed

¹ www.ipdet.org

² www.elearning.evalpartners.org

courses include topics like **Equity Focused and Gender Responsive Evaluation**, National Evaluation Capacity Development in Country-led M&E Systems, Emerging Practices in Development Evaluations, Introduction to Evaluating Humanitarian Action and Advocating for Evaluation. There are also a few courses in languages other than English to target non-English-speaking populations. EFGR evaluation is an important focus area.

UN Women Training Centre’s e-learning campus³ offers a web-based course on ‘How to Manage Gender Responsive Evaluation’ all the year round that permits online learning at a pace chosen by the registered learners.

Established in 2010, the **Centers for Learning on Evaluation and Results (CLEAR)**⁴ are administered by the Independent Evaluation Group of the World Bank and are supported by a number of partnering financial institutions. The organization has a Global Hub in Washington DC and six regional centres in Mexico, Brazil, South Africa, Senegal, India, China, which deliver need-based short duration training courses in evaluation, apart from advisory services. They organize training on topics like impact evaluation, bridging the quant-qual divide and so on, but **there is so far no evidence of their focus on the need for integrating aspects of equity and gender-responsiveness into the evaluations.**

The **UNDP** has been organizing technical workshops on various aspects of evaluation as forerunners to their periodic conferences National Evaluation Capacities. Such pre-conference workshops have become the common feature of events organized various professional bodies in the field of evaluation. The Global Assemblies of the **International Development Evaluation Association (IDEAS)**, and the annual (and/or biennial) conferences of national and regional evaluation associations such as the **American Evaluation Association (AEA)**, the **European Evaluation Society (EES)**, the **United Kingdom Evaluation Association (UKEA)**, the **South African Monitoring and Evaluation Association (SAMEA)**, **Africa Evaluation Association (AfrEA)**, and the **Asia Pacific Evaluation Association (APEA)** follow the same practice. The annual conference of AEA 2016, for example, has over 50 workshops on different aspects of evaluation theory and methods. They include, in particular, themes like empowerment evaluation, designing and evaluating sustainability, culturally responsive evaluations and a host of topics relating to participatory methods. **AEA has also a Feminist Thematic Interest Group and EES has a Gender & Evaluation Thematic Working Group (created in 2012).** At national level, **APROEVAL**⁵ (Association of Evaluators of Spain and Portugal) has also a **Feminist Evaluation Working Group**. In general, these events do not seem overtly informed by a recognition of the importance of EFGR evaluations. **IDEAS, however, has a Thematic Interest Group (TIG) on Gender and Evaluation** which provides a platform for discussion and action by interested members of IDEAS. The **Africa Gender and Development Evaluators Network (AGDEN)** was established in 2002 as a

³ <http://trainingcentre.unwomen.org>

⁴ www.theclearinitiative.org

⁵ <http://aproeval.org/>

special interest group of the African Evaluation Association (AfrEA) with the encouragement of UN Women (then UNIFEM), to advance the cause of gender and human rights based monitoring and evaluation in Africa by providing expert evaluators with strong skills in the application of gender and human rights principles to evaluations; as well as influencing policy and practice in Africa from a gender and human rights perspective. It continues to pursue research and capacity development in the subject matter. AGDEN has developed a Manual, as well as a COP in Gender & Human Rights Responsive Evaluation and consistently offers workshops, discussion panels, etc to evaluators at SAMEA and AfrEA conferences as well as during the Annual M&E Week of the Ministry of Devolution Kenya (November) and on occasion at the EES & AEA. AGDEN has developed an evaluation approach that ensures that gender & human rights (equity) are integrated in evaluations.

Many of the conferences offer pre- conference workshops on gender issues but it is to be mentioned here that only participants of the conference, generally evaluation practitioners of some standing, get an opportunity to attend these pre- conference workshops which are priced. Some participants from developing countries get sponsorships. New comers in the field of evaluation, students, grass- root level personnel are generally left behind. There is a need to open these activities for the students who would like to take up their career in the developmental aspects. The modus operandi for this has to be strategized.

BetterEvaluation⁶ is a web portal operated from RMIT University, Australia, which has been contributing to evaluation capacity building in a significant measure by promoting internet-based learning. The portal organizes occasional long courses in monitoring and evaluation and learning for think tanks. Also it hosts Claremont Evaluation Centre's Professional Development Workshop Series on various evaluation themes. **Gender Analysis is one of the themes covered and feminist evaluation is another.** The portal is a great resource for learning a wide spectrum of quantitative and qualitative evaluation techniques.

The **International Initiative for Impact Evaluation (3ie)**, apart from undertaking quantitative impact evaluations, also propagate knowledge on impact evaluation methods through their videos, but there is not much evidence that these capacity building initiatives incorporate a gender and equity approach. The organisation also organizes half a day's workshops/lectures on various relevant issues but their more emphasis is on quantitative aspects of evaluation. Initiatives have been taken to form network with other organizations to wider the agenda and scope of work and bring out knowledge products together. It is hoped that EFGR issues will explicitly be a part of the agenda.

Similarly, **Measure Evaluation**⁷ operating since 2007 from the University of North Carolina, USA, is another internet-based learning platform, with a flag-ship programme on M&E Fundamentals and 24 courses on various aspects of evaluation. Over 50,000 evaluators have so far benefited through this programme. While

⁶ <http://www.betterevaluation.org>

⁷ <https://www.cpc.unc.edu/measure/resources/training/online-courses>

all areas of evaluation are covered the emphasis seems to be on evaluation of health-related programmes. A series of webinars is also part of this portal's activities. Some of these webinars - a) Using Data to Support the Most Vulnerable, (2015) b) Strengthening National M&E Systems for Orphans and Vulnerable Children's Programmes (2015), c) Women's Economic Empowerment and Gender-Based Violence (2014), etc. address human rights and gender issues.

Gender & Evaluation Community⁸ is an example of a highly successful social net-work that aids learning evaluation with a gender lens through discussions, blogs, knowledge and information sharing and webinars. The portal is administered since 2013 by the **Institute of Social Studies Trust (ISST) in New Delhi**, India, under its project "Engendering Policy through Evaluation" funded by IDRC and Ford Foundation. ISST is an institute engaged in promotion of social equity and gender equality and has brought out useful resources to help gender focused and feminist evaluations. They believe in participatory approach and organize various events from to time to focus upon gender issues. Participatory approach is important in developing countries where large number of population has low education levels and has conservative traditions. Certain tool kits have also been developed by them which are very useful to integrate gender equity and equality.

Some universities and research institutions in the developing as well as developed countries have initiated formal educational programmes in evaluation leading to degrees, diplomas and certificates. **In India**, for example, **the National Institute for Labour Economics Research and Development (NILERD), New Delhi**, has been conducting a three-month diploma programme (now a certificate course) in M&E every year since 2013 that comprehensively covers the subject, including equity and gender issues. The programme is open to government officials from all developing countries who are engaged in evaluation practice and or developmental planning and implementation. This programme also encourages those who are interested in the field but at present not directly associated with evaluations. Other examples are the one year post-graduate diploma courses in M&E in **Africa Nazarene University and the Kenyatta University in Kenya** and the **Stellenbosch University and the Institute of Monitoring and Evaluation in South Africa**. The latter offers Master's and Doctoral Programmes also in M&E. To what extent these formal courses address equity and gender issues is not known as they claim gender to be a cross domain. Cairo University is commencing a Gender Diploma course shortly that is expected to include a full-fledged module on gender sensitive evaluation after a workshop on the subject as a pilot. The **Sri Lanka Evaluation Association (SLEVA)** has been developing since 2009 the IDRC supported project of **Teaching Evaluation in South Asia (TESA)** through which various modules of evaluation training are being developed. The objective of this project is to establish a regular professional diploma in evaluation in academic institutions, offered as a regular academic programme, seen as a basic requirement for sustainable professional growth of evaluation competencies. It is understood that **currently TESA is in the process of incorporating gender aspects into a training module**. The long term purpose of TESA is to build evaluation capacity in member institutions to expose and

⁸ <http://gendereval.ning.com>

encourage students to higher levels of learning in evaluation and to establish training and research capacity. The newly established **Evaluation Community of India (ECOI)** also has an Action Group working on Capacity building (contributed in this activity also) and mentoring services to young evaluation professionals. **ECOI** also proposes to organize workshops in a number of States of India to create enabling environment for evaluations and demand for an Evaluation Policy with gender equality and equity focus.

Special courses are also held from time to time in different countries to develop capacities in the field of EFGR evaluations. For example, a course in EFGR evaluations was jointly organized in Burkina Faso in June-July 2015 under the EvalPartners umbrella. An Advanced Monitoring & Evaluation Certificate Course is planned for August 2016 in Abuja, Nigeria, by Health Systems& Projects Consultants⁹. One of the course modules is “**Making M&E equity and gender aware**”.

There is an excellent and fairly comprehensive compilation of evaluation learning and training opportunities and resources by Scott Chaplowe at “M&E resources webpage” (<http://scottchaplowe.com/additional-resources>).

In Latin America, since 2011, the Regional Programme for Training in Gender and Public Policies (PRIGEPP)¹⁰ carries out a specific online diploma on evaluation of public policies from a gender perspective.

In the European continent, the Master on Evaluation of Programmes and Public Policies¹¹ (Complutense University of Madrid, Spain) has a session on gender and evaluation in its academic programme.

M&E has been included in various forms in various courses at higher level. For example, courses on rural development, management etc. incorporate some aspects of monitoring and evaluation but this is yet to be recognized as a separate discipline.

It can be observed from this discussion that there is an increased awareness all around the globe during the past couple of years regarding the need for EFGR evaluations and for developing national evaluation capacities in this area. This has happened mainly due to the international initiatives of EvalPartners and EvalGender+. **There is still a need for capacity building at various levels and sensitization of commissioners and managers of evaluations with special reference to achieve the goals of SDGs in which no one is left behind. To have a gender focus, cultural context needs to be kept in focus. Academicians, researchers and students should be roped in to develop need based resources and creating enabling environment for evaluations with gender and equity focus. Development of professionals would lead to utilization of evaluation results. SDGs which have cross domain require systems approach and following innovative new approaches for evaluation. Capacities to imply such techniques need to be strengthened at local level. With the changing world order scenario and demand for equality and equity monitoring and evaluation would be playing a key role in achieving SDGs.**

⁹ <http://www.hspconsults.com>

¹⁰ PRIGEPP is one of the Regional Programmes of the Latin-American Faculty of Social Sciences – Argentina (FLACSO-Argentina). <http://prigepp.org/>

¹¹ <http://www.magisterevaluacion.es/>

There is a need to have newer approaches and tools that address various issues relating to gender. Advocacy would be the key to its success which requires networking at various levels and also the provisions of funds.

4.2 Mapping of Resources (Knowledge products)

As the mapping of resources indicates, the knowledge products have been developed to facilitate these capacity development initiatives, primarily by UN agencies, but also supplemented by the efforts of other international and national organizations. A number of checklists, guidelines, handbooks have been developed on how to integrate gender in the process of evaluation. Various new tools and techniques are being tried by evaluators some of these have been developed as tool kits which can be used in various context either directly or by adapting these as per the local needs. Knowledge products and tool kits developed focus generally on evaluation and monitoring. Some of these have gender focus. The time has come when these products are revised with a focus upon gender. At country level documents are available for gender mainstreaming in specific sectors like agriculture or health in some countries, some other have developed Gender Index showing the concerns to have gender focus at country level.

Some documents mentioned in the inventory relate to gender related indicators. Most of these indicators relate to economic and educational aspects. Some of these also include social ones. But indicators on behavioural, attitudinal and mindset related are usually found missing. The contextual and situation indicators also need to be incorporated if the World wants to have an equitable and equal society. It is also necessary that constraints in implementing gender focus evaluations and coping strategies also taken into account.

Some of the countries have adopted Evaluation Policy. There is a need to modify these with a gender focus. Some other countries are in the process of formulating the same. All the policies should keep in focus EFGR issues.

Analysis of these resources and discussions among various groups associated with development and evaluations brings forth the need for creating awareness about these resources at large and their usability and applicability. This phenomenon has two aspects. First that people are made aware of these resources and second that capacities are developed for their use, adaptation or adoption as per local requirements. The mapping seems to be one forward step in this direction. The success of such exercise depends upon sensitization of those involved in development planning, implementation and evaluation.

4.3 Translating learning into practice – EFGR evaluations in Practice

Availability of capacity building institutions and learning facilities and resources is one thing and putting the learning to practice is quite another. This has a number of constraints. Firstly awareness about various resources and courses is scarce, secondly their accessibility and applicability is limited, and thirdly capacities are lacking to use various available resources. The mind-set of evaluation commissioners as well as of

evaluators also needs to be changed to ensure that development evaluations undertaken have focus on gender equality and equity through appropriate advocacy strategies and other measures. Most of the times, EFGR evaluation is a lip service only. Many evaluation reports merely quote the language of the guidelines and quickly move on to the usual pattern giving a gentle go-by to the EFGR practice. Quite often, serious attempts to involve stakeholders of both genders in a balanced way and present gender-segregated evidence are lacking. There is, however, a silver-lining to the situation with some countries taking corrective initiatives.

Mapping of resources here may serve as a knowledge product to create awareness about various efforts in this direction.

One of the tasks assigned to this group is to undertake a follow-up study of evaluators who had taken training in evaluation under my M&E online courses (now covered by EvalPartners) to understand if their training helped them, post-training, in undertaking EFGR evaluations. Some of the inputs received from various evaluators in developing countries presented below provide inkling into the ground situation.

A report from John T. Njovu from Zambia throws light on the existing situation regarding evaluation capacity building and equity and equality focus in many developing countries.

“I have been for a long time advocating in Zambia for national capacity building in various sectors of M&E. Though there has been a lot of talk about it by civil society and government, we seem not to be making much progress. Notable progress has been made in sectors receiving a lot of external donor funding such as the health and education sectors. However, once the donors change their policy priorities, these sectors are adversely affected. We have aspects of M&E in our long-term national plans. However, their implementation is dependent mostly on funding from donors. Some academic institutions in Zambia have also taken up the challenge to build capacity. However, they seem to offer mainly short courses in basic M&E.

We are now in the era of Sustainable Development Goals (SDGs) and issues of enhancing indigenous, equity, equality, gender sensitive and sustainable development are being prioritized. The Ministry of Development Planning has been trying to obtain Ideas from civil society on how Zambia can develop taking into consideration the SDGs.”

Evaluators from South Africa report that there is total lack of coordination for dealing in gender and equity issues . More over the focus is only on government employment other aspects of life are not considered. The other problem is that there are no specific courses to deal with aspects of equality and equity. Only 3 or 5 day workshops are offered which are not enough. Thus, there is a need for capacity development and the need for positioning and enforcing the gender equity in the society. (Lele Moraba)

Kenya has developed a National Action Plan for implementation of UN Security council Resolution 1325 through newly established Ministry of Public service, Youth and Gender affairs. Development of an M&E

tool for this plan is under preparation. Skill development in M&E especially with focus on gender is needed which may be undertaken by global organizations like UN Women. Sensitization on the same has started. National M&E Policy is at a draft stage and is yet to be approved by Cabinet. Issues to do with gender are not strongly articulated. Something close is the mention of developing M&E standards which will address right based approach. There is a need to invest in developing capacities in GEE. (Ratemo, Kenya). In South Africa a Commission for Gender Equality and legislative frameworks governing gender issues has been established.

Malawi has developed an M&E National Master Plan which provides for a gender development Index and also mentions capacity inadequacies in terms of data collection, analysis and dissemination and calls for the need for training the country's evaluators in M&E in general and in GEE in particular. On SDGs, government is currently working on the Malawi Growth and Development Strategy (MGDS) III to contextualize and operationalize the SDGs. (Macmillan)

In South Asia too there are positive vibes. The 9th of August 2016 witnessed a historical event when Hon. Buddhika Pathirana submitted a motion proposing to the Parliament of Sri Lanka to have a National Evaluation Policy and evaluation system for the country. The minister responsible for M&E and SDGs mentioned that the government would take all necessary actions to strengthen evaluation including the National Evaluation Policy and implementation of SDGs. The Parliamentary Forum has brought together parliamentarians from different countries to act as a platform for sensitisation of policy makers and their capacity development.

Acting in step with the SDGs' Global Agenda, the Government of India is preparing a 15 years' Vision document that would facilitate meeting the goals of SDGs. India has initiated a number of schemes and programmes to address equality and equity issues. Nepal too is going ahead with implementation of SDGs which have focus on equality and equity.

5 Capacity building needs

The demand for EFGR evaluations has no doubt been increasing. As a result of enlightened policies of governments and international commitments as well as pressures from civil society organizations development programmes these days often demand evaluations with an equity and gender focus. Evaluations commissioned by various UN agencies almost invariably include this requirement in the ToRs themselves in line with the UNEG guidelines. UN's adoption of SDGs and the Resolution on national evaluation capacity development has raised the bar even further calling for decision-making based on strong evidence of sustainability to which social equity and gender equality are some of the key drivers. With all these developments there is no doubt an increased demonstrated interest in acquiring knowledge and skills about EFGR evaluations.

While the demand for EFGR evaluations has thus been growing, it is not matched by growth in supply of skilled evaluators. Most developing countries suffer from a shortage of professional evaluation expertise and a

lack of evaluation culture and enabling environment. Most of the countries do not even have an evaluation policy or a well established monitoring system.

With acceptance of SDGs, evaluation has become more complex than earlier as SDGs have cross domain, calling for a multi-disciplinary and systems approach and collaboration of more than one ministry and department. In India, for example, various contextual indicators for each SDG, their concerned departments with roles and responsibilities have been identified. Not only capacity development for the implementation of various programmes to meet the goals of SDGs is needed, innovative approaches and highly skilled professionals are required for the evaluations. SDGs have goals that require participatory and innovative approaches for evaluation. Seeking participation is not an easy task it requires specific skills. Some approaches have been tried out but more and more new techniques will be required due to varying extent of development, socio –economic geographical situations and ground realities with different cultures, resources and traditions. Capacity building should be a focus area and needs strategies as per local requirement. Capacity building need analysis brings out the following gaps:

- There is often a lack of base line data posing a serious constraint in measuring performance of the programmes, outcomes and impact; therefore, there is a need to develop strong base line information systems. Countries need skills for establishing a strong monitoring system. For example, in Mongolia, the Independent Research Institute conducted an assessment on SDG readiness and data availability in Mongolia, funded by UNDP. It tried to provide recommendations on how data gaps can be filled out by the government, NGOs and donors.
- There is a complete lack of follow up action on the results of monitoring and evaluation of the programmes. Moreover, no capacity has been developed for adequate data analysis. “With the renewed importance attached to evaluation, strengthening of capacity building in Government has been emphasized” (Eleventh Plan, Government of India).
- There is absence of knowledge of evaluation standards, appropriate designing and sampling, use of adequate contextual performance indicators. Most of the times evaluations suffer due to inadequate competency of the evaluator and or the evaluation agency.
- There is no separate evaluation cadre and expertise. The countries also lack in adequate arrangement for training in this area. With a result, evaluations are not diagnostic and lack problem solving approach.
- Evaluations need professional experts both in public and private sectors and they need regular capacity building programmes for keeping their competencies up-to-date. Persons involved in development implementation and evaluations should be trained in modern methods of evaluation techniques and information management.
- Communication and Facilitation Skills for delivering the Monitoring & Evaluation tools and techniques.
- The basic and advance training is needed in participatory approaches of evaluation and report writing.
- One of most important task is to develop capacities in reaching to the last person for inclusivity and approaches to measure the extent of success.
- Innovative methodologies are needed to change the mind set towards gender equality and its evaluation.
- Parliamentarians in each country should be a part of the scheme of things.

Capacity building needs to be undertaken at various levels through systems approach. The Global Evaluation Agenda adopted at Kathmandu recommended a number of steps required for a) creation of enabling environment; b) developing institutional capacities; and c) developing individual capacities and integrating all these efforts. A tentative requirement at various levels is indicated below:

Awareness Workshops:

Sensitization Workshops should be organized in order to generate awareness about importance and use of Monitoring & Evaluation with EFGR. These workshops should be local need based with identified target groups:

- i. Policy Makers
- ii. Civil Society Organisations
- iii. Research and other Academic Institutions
- iv. District level personnel and community dialogue for generating demand for Monitoring & Evaluation.

Inter-Country Workshops/Seminars:

Inter-country workshops and seminars should be organized for Evaluation Practitioners aimed at exchanging knowledge and experiences, recent and developments practices, problems and perspectives in implementing SDGs with E&E.

Basic Courses in Monitoring & Evaluation:

There should be comprehensive courses which should include basic concepts on Monitoring & Evaluation, methods and techniques, survey designs & analysis, ethical issues, current debates etc. Such courses should be for young evaluators and should serve as Mentoring courses. These courses should be easily accessible.

Advance Training Capsules:

These should be need based short term courses on specific topics like SDGs and development of indicators, Participatory approaches, behavioural change techniques and measurement, recent approaches and so on.

Short term on- line courses are needed for varying target groups.

The immediate need is to develop advocacy material to include EFGR issues in the development and evaluation. Various networks and VOPEs should come forward and join together for the task.

Annex I. List of members					
S.No.	Name	Position	Organization	Country	Email id
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