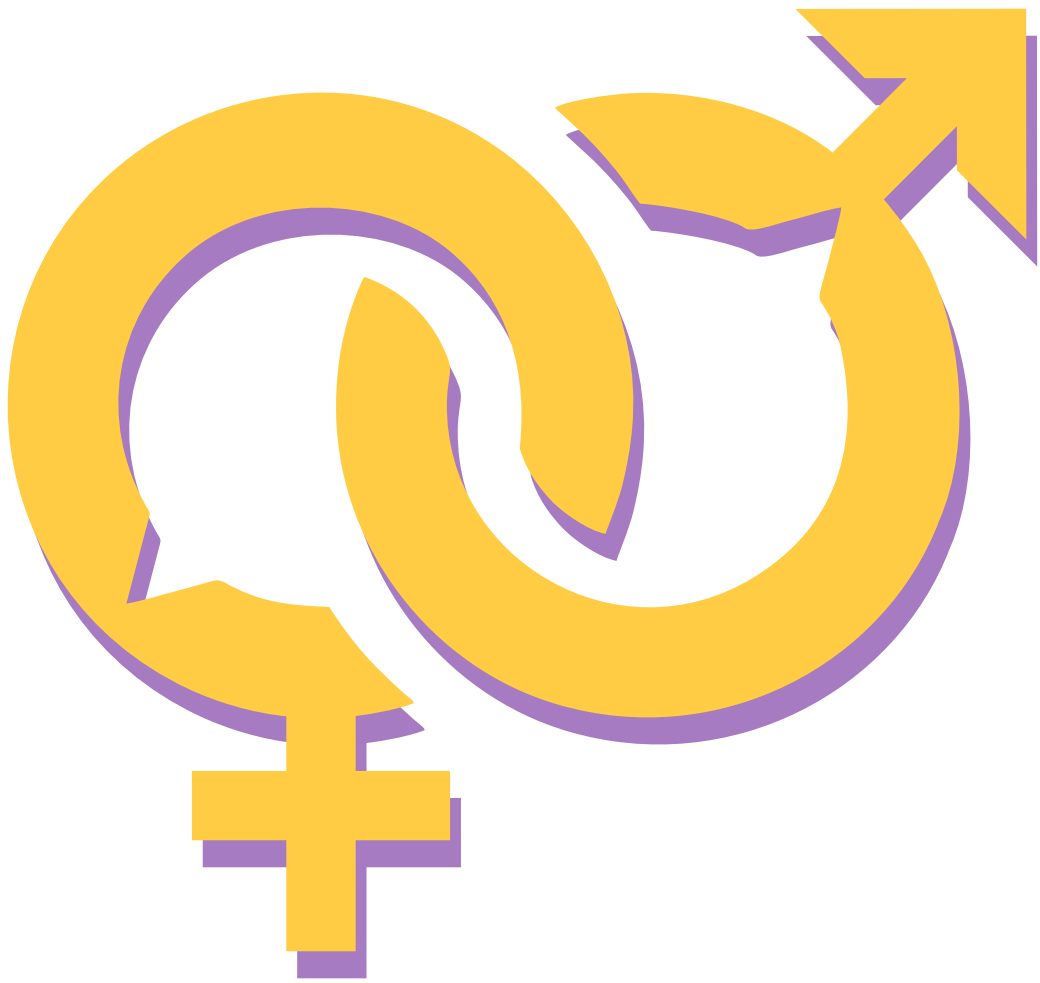


Facilitating Gender Transformative Evaluations

For early to mid-career professionals

Course Brochure



Organised By:
INSTITUTE OF SOCIAL STUDIES TRUST



Institute of Social Studies Trust

announces its online course on

Facilitating Gender Transformative Evaluations

(FGTE for early to mid-career professionals)



Duration	10 weeks beginning from July 21st 2024 to 6th October 2024
Platform	Google Classroom
Language	English
Course Fee	ISST will cover the full cost of the course for the selected participants
Last date for application	30th June, 2024

About the Course

The online course on Facilitating Gender Transformative Evaluations (FGTE) was introduced in 2017-18 by ISST as a self-paced, module-based online course that ran three iterations between 2018 and 2019.

FGTE 2.0 built on the first version of the online course and brought in fresh perspectives from the field of evaluation that addresses issues and challenges thrown up by the pandemic. FGTE 2.0 ran its first iteration in 2021 with participants from South Asian countries belonging to diverse backgrounds. There have been two more iterations in 2022 and 2023 and the latest 2024 iteration will launch in July 2024. A total of 200+ participants have completed the course thus far. This will be the seventh iteration of the course.

The course introduces its participants to the concepts of both gender and evaluation and will enable them to bring in a critical gender transformative lens when conducting evaluations. In particular, the course introduces feminist evaluation ethics and principles, as well as an array of evaluation approaches. The course draws upon diverse frameworks, methodologies and tools like the Change Matrix, Outcome Mapping, Utilization focused evaluation and using participatory tools which focus on equity and inclusiveness, key principles of Gender Transformative Evaluations (GTE).

Course Structure

The course consists of 7 Modules where Modules 1 and 2 focus on perspectives around the key concepts of evaluation and gender. Module 3 - 6 the focus on skill-building, specifically on the use of gender Transformative Evaluation approaches, frameworks, and tools. Module 7 is interactive sessions where the course participants present their group works.

Module 1

Introduction to Course,
Gender Concepts
and Evaluation

Module 2

Overview of Monitoring
and Evaluation within a
Project / Programme Cycle

Module 3

Evaluative Thinking
and Applying Gender
Concepts to Evaluation

Module 4

Engendering Evaluation
Frameworks (Change Matrix,
12 Box, Social Relations etc.)

Module 5

Engendering Evaluation
approaches (Outcome
Mapping, UFE, Participatory
Approaches and Communication
in Evaluation)

Module 6

Indicators, Methods
and Tools of Gender
Transformative Evaluation

Module 7

Group Work Presentations

Course Pedagogy

FGTE 2.0 adopts a mixed pedagogy using a combination of synchronous and asynchronous elements where each participant gets sufficient time for self-paced study as well as an opportunity to engage with the larger group of participants through live discussions and group-work. Each module consists of rich study material in the form of videos, pre-recorded presentations and examples and illustrations drawn from a range of development domains such as education, livelihoods & health, to help build necessary perspectives and skills on why and how to conduct gender transformative evaluations.

Participants are expected to complete the weekly course modules, through self-paced reading that will conclude with a 2-hour live online open forum at the end of each week facilitated by core faculty members. The

discussion forum will be the time and space for participants to clarify doubts, hold discussions and enable peer- to-peer learning.

Module 3 onwards, the course introduces the approaches and tools for conducting GTE in a step-by-step manner, providing building blocks for 'group work'. Integrating the 'learning by doing' approach, FGTE 2.0 emphasizes group learning where the cohort will be split into smaller groups and each group will be working to come up with a GTE framework based on a 'case study'. This live project will allow deep dive through application of concepts learnt. The group will meet every weekend at a pre-decided time and in the presence of a facilitator work on the case study, applying building blocks that they learn that week. By the end of week 9, the groups are expected to be ready with their unique proposal for GTE for the case studies.

Week-wise Timeline of the Course

Weekly Divisions	Modules	Coursework in Hours (Self-paced Reading + Live Session with Faculty)	Group work in Hours (Case Study Within Small Group)
Week 1	Module 1 Introduction to Course, Gender concepts and Evaluation	6 + 2	1
Week 2 & 3	Module 2 Overview of Monitoring and Evaluation within a Project / Programme Cycle	12 + 4	2
Week 4	Module 3 Evaluative Thinking and Applying Gender Concepts to Evaluation	6 + 2	1
Week 5 & 6	Module 4 Engendering Evaluation Frameworks (Change Matrix, 12 Box, Social Relations etc.)	12 + 4	2
Week 7	Module 5 Engendering Evaluation approaches (Outcome Mapping, UFE, Participatory Approaches and Communication in Evaluation)	6 + 2	1
Week 8 & 9	Module 6 Indicators, Methods and Tools of Gender Transformative Evaluation	12 + 4	2
Week 10	Group Work Presentations	2 live sessions for 2 hours each	

Course Facilitators

The course is anchored by ISST’s team and draws upon its internal experts as well as national and international external experts and guest lecturers who are well-known names in the field of gender and evaluation

Who can apply?

<p>Participants residing in South Asia (India, Nepal, Bangladesh, Sri Lanka, Pakistan, Afghanistan & Bhutan)</p>		<p>Beginner to mid-level professionals with around 5 years of work experience</p>
	<p>Some past experience in project/ program management/ conducting monitoring & evaluation</p>	<p>Familiarity with & use of Gender theories and concepts</p>
<p>Proficiency in English (written, spoken & comprehension) will be required</p>	<p>Willing to devote adequate time for the course and its requirements</p>	

Please Note : While the course is self-paced in some respects, in order to gain fully from the group learning, the participants are expected to allocate definite time within the respective weeks to complete the modules.

How to Apply?

If you think you meet the above criteria and are committed to devote adequate time towards learning the 'why' and 'how' of gender transformative evaluations, then please apply by filling in the form attached and sending your resume along with one reference letter (preferably from your employer, supervisor, or someone who is familiar with your work). The last date of application is **30th June 2024**.



Certification and Incentives

Institute of Social Studies Trust (ISST) will provide a certificate to the participants who will successfully complete the course. The course also offers an opportunity to connect with a wide network of evaluators from across the globe, some of whom are core resource persons and guest lecturers.



Network Partners



EvalGender+

Gender and Evaluation is a global virtual community of practice and platform for sharing and dissemination of knowledge on gender and evaluation with 5000 members. The virtual community was established in 2013. The Institute of Social Studies Trust hosts the Gender & Evaluation Community currently supported by the Bill and Melinda Gates Foundation. This CoP serves as a knowledge sharing hub for EvalGender plus - a global partnership led by EvalPartners that promotes the demand, supply and use of equity focused and gender responsive evaluations.



GENSA is a Special Interest Group of the Community of Evaluators South Asia (COESA) that will promote an equity and gender lens in evaluations, particularly giving voice to the special challenges in addressing these issues in South Asia. GENSA seeks to become a community of like-minded people and professionals in the field of research and evaluation in South Asia. They help to learn, share, exchange, and find innovative solutions & responses to evaluation challenges unique to South Asian countries via the various initiatives the Network will offer such as skill building coffee break sessions, expert lectures, discussion forums, spotlight on membership work/publications, and the GENSA Blogspot.



Evaluation Community of India (ECOI)

was established in 2015 to promote knowledge sharing in the area of monitoring and evaluation to promote high quality, credible & useful evaluations. With over national and international 200 members, ECOI is hosted by Institute of Social Studies Trust (ISST) and managed by a team of volunteers called - 'Core Group'. ECOI aims to promote demand for and strengthen theory, practice and utilization of evaluations through knowledge sharing and capacity building involving members, partners and diverse networks following quality standards.

Support

This course is being conducted with the financial support from the **Ford Foundation** and it will be **free of cost** for all the selected participants.



Community of Evaluators South Asia



EvalYouth India serves as the Young and Emerging Evaluators (YEE) body of Evaluation Community of India (ECOI, the national VOPE). EvalYouth India aims to promote YEEs (women and men) to become competent, experienced and well-networked professionals who contribute to evaluation capacity at national, regional and international levels. It plans to promote YEEs, build their capacities, and expose them through networks to other evaluators to promote peer learning.

The Community of Evaluators – South Asia (CoE-SA) is a Section 25 company registered in India, and serves as a consortium of evaluators from South Asia working collaboratively to strengthen the field of evaluation. As the region's largest network of evaluators, CoE-SA provides a vibrant platform for interaction, engagement, and knowledge sharing among professionals. It focuses on capacity development, advocacy, and the establishment of protocols and standards for evaluation in South Asia, while also facilitating the exchange of experiences with the international evaluation community.

CoE-SA's goal is to promote and enhance the quality of evaluation theory and practice in South Asia, contributing a unique regional perspective to the global discourse. This vision

has guided the organization since its inception. The objectives of CoE-SA include promoting the use of new knowledge to improve evaluation quality and practice, building capacities to enhance evaluation standards, and fostering a robust network and advocacy mechanism. Additionally, CoE-SA aims to professionalize evaluation through a code of conduct, ethical standards, and protocols, and to institutionalize its presence in the region. To achieve these objectives, CoE-SA undertakes various activities, primarily within South Asia. Its flagship event, the Evaluation Conclave, held biennially, is a cornerstone of its efforts to advance the field of evaluation.



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