



FACILITATING GENDER TRANSFORMATIVE EVALUATION

FOR SENIOR PROFESSIONALS



Facilitating Gender Transformative Evaluations

For Senior Professionals

By Institute of Social Studies Trust

Course Brochure

About The Course

FGTE Senior Professionals

Facilitating Gender Transformative Evaluations (FGTE) is a self-paced, module based online course pioneered in India/South Asia by ISST in 2018. It has two iterations, FGTE for early to mid-career professionals (EMP) and FGTE for Senior Professionals (SP). Around 170 participants have successfully completed this course over six iterations of FGTE EMP and 1 iteration of FGTE SP.

The 7th iteration of FGTE EMP is going on currently. FGTE EMP iterations are designed for development professionals who are at entry level or in the early stages of their professional careers and over the years we saw a demand for FGTE SP for professionals with 10+ years of experience either in evaluations or in the field of gender and development.

The objectives of this course are:

**To sharpen
the gender
transformative
lens to
development**

**To enhance
gender
transformative
evaluation
knowledge
and skills**

**To strengthen
implementation
of gender
transformative
evaluations**

We are looking at a mixed bag of audience from South Asia who could be decision makers on evaluation, commissioners of evaluation, senior program managers, doers /Technical Persons/ those who actually do evaluations, evaluators, programme Managers, MEL/Senior Monitoring Officers/Knowledge Management Team, Gender Leads in organizations, senior training and capacity building manager. Such a mix of participants also allows for peer learning which is built into the methodology of the course design.

The course will introduce the participants to advanced concepts of gender and evaluation and will draw upon diverse frameworks, approaches, methodologies and tools to

conduct gender transformative evaluation like Utilization Focused Evaluation, Outcome Mapping, Real time evaluation, Principle Focused Evaluation, Local Wisdom evaluation, equity focused evaluation, developmental evaluation, system-based evaluation. The course will further help participants think about the elements, nuances and critical stages in designing, planning, implementing gender transformative evaluation and also understand the dynamics and accountability mechanism. The course will familiarize participants to different kinds of evaluations like country program evaluation, regional evaluations, meta-evaluations, organizational evaluation, SDG evaluations.

Course Structure

The course consists of 6 Modules. The first module will give conceptual understanding of advanced concepts of gender, intersectionality and concepts of monitoring and evaluation. The second module will deep dive into gender transformative frameworks like social relations, Gender @work, 12 box framework, SEAT and approaches like UFE, Outcome Mapping, Real time, Principle Focused Evaluation. The third module on managing GTE will touch upon the dynamics of engendering Theory Of Change and formulating Terms Of Reference. The fourth

module on accountability discusses evaluation dynamics, validating data and taking forward recommendations and the fifth module on moving beyond project evaluation gives an understanding of other kinds of evaluation apart from project evaluation like country program evaluation, regional evaluation, meta evaluation, organizational evaluation, SDG monitoring. The final module is a capstone module that will bring all the learning of the 5 modules through a real life application exercise and feedback from the resource persons.

Sr. No.	Topic	Objective
1	Grounding Ourselves- Gender, Evaluation, Intersectionality and SDGs	By the end of this module the participants will be able to understand concepts of gender and evaluation
2	Gender Transformative Evaluations and Frameworks	By the end of this module the participants will be able to understand gender transformative evaluation - the framework and approaches
3	Managing Gender Transformative Evaluations	By the end of this module the participants will be able to describe the elements, nuances and critical stages in designing, planning and implementing gender transformative evaluation
4	Accountability of GTE: Locating GTE in the context of social justice and gender equality	By the end of this module the participants will be able to understand evaluation dynamics and accountability mechanism
5	Moving Beyond Project Evaluation	By the end of this module, participants will be familiar with different kinds of evaluation
6	Application of Learning to an Evaluation	By the end of this exercise, participants will be able to apply the key learnings of the course to a real-world exercise

Course Pedagogy

FGTE adopts a mixed pedagogy using a combination of synchronous and asynchronous elements where each participant is given time for self-paced study as well as opportunities to engage with peers and 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 illustrations to help build necessary perspectives and skills on why and how to conduct gender transformative evaluations. The examples and case studies used during the course are drawn from a range of development domains such as education, livelihoods and health which intersect with various cross cutting themes such as COVID-19 and different identities. 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.

The weekly live session of week 5 will be to set up the choice of the kind of evaluation (project level, country level, regional, organizational, Meta evaluation or SDG monitoring) the participants wish to take up for the final module.

All the other modules will lead up to hone skills and understanding for the final module where finally the groups working on each of the kind of evaluation will present their work.

Week-wise timetable for the course

FGTE SP 2024 28th Sept - Course Inauguration	
Week-1 (29th Sept-5th Oct)	
Grounding Ourselves- Gender, Evaluation, Intersectionality and SDGs (1.1,1.2,1.3,1.4,1.5,1.6)	Weekly Contact Point- JA-SZ-RK 5th Oct
Week-2 (6th Oct-12th Oct)	
Gender Transformative Evaluations and Frameworks (2.1, 2.2, 2.3)	Weekly Contact Point- SZ-RM-RK 12th Oct
Week-3 (13th Oct-19th Oct)	
Gender Transformative Evaluations and Frameworks (2.4)	Weekly Contact Point- RM- 19th Oct

Course Pedagogy

Week-wise timetable for the course

Week 4 (20th Oct- 26th Oct)	
Gender Transformative Evaluations and Frameworks (2.5)	Weekly Contact Point- SZ- 26th Oct
27th Oct- 9th Nov- Catch up break	
Week 5 (10th Nov-16th Nov)	
Gender Transformative Evaluations and Frameworks (2.6 and 2.7)	Case Study- SZ, RM, RK- 16th Nov
Week 6 (17th Nov-23rd Nov)	
Managing Gender Transformative Evaluations (3.1, 3.2, 3.3)	Weekly contact point- RK- 23rd Nov
Week 7 (24th Nov-30th Nov)	
Managing Gender Transformative Evaluations (3.4, 3.5)	Weekly contact point- RK- 30th Nov
Week 8 (1st Dec-7th Dec)	
Accountability of GTE: Locating GTE in the context on social justice and gender equity	Weekly contact point- RM, AG, SZ- 7th Dec
Week 9 (8th Dec-14th Dec)	
Moving Beyond Project Evaluation	Weekly contact point - SZ, RK, RM- 14th Dec
Week 10 (15th-21st Dec)	
Application of Learnings to an Evaluation	Final presentation- AG, JA, RK, RM, SZ- 21st Dec

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.

Faculty

Anweshaa Ghosh

Anweshaa Ghosh is a qualitative social science researcher. She has been working in the development sector for over 15 years and presently working as a Research Fellow and Program Lead at the Institute of Social Studies Trust (ISST) and has been leading and been part of several research projects in South Asia around women's informal labour, domestic work, unpaid care work, the gig economy, etc. She has also been at the forefront of developing and running the online course on - Facilitating Gender Transformative Evaluations at ISST.

Jahnvi Andharia

Dr Jahnvi Andharia has been working in the development sector for over 30 years. She received her Master of Arts in Social Work from TISS in 1989 and was awarded PhD from Faculty of Social Work, M.S. University in 2018.

For nearly two and a half decades, she worked directly with women from poor and marginalized communities of rural areas of Gujarat and Maharashtra. In 1995, Dr Jahnvi is co-founder and Governing Board member of ANANDI, an organisation that follows a collective leadership model, working among the poorest communities of Gujarat. For nearly two decades, she worked directly with women from poor and marginalized

communities of rural areas of Gujarat and Maharashtra shaping her perspective on what feminism is, not just in theory but in practice as well. This work has contributed to make meaning of terms such as intersectionality, vulnerability, marginalization and empowerment.

She teaches at ISDM - Indian School of Development Management since 2021 for the Post Graduate Program in Development Management.

At ISST, Dr Andharia anchors the study on the Women Farmers collectivization strategies and its role in identity building and FGTE courses, among her other responsibilities as the Director and Research Fellow.

Ranjani Murthy

Ranjani has several years of experience in evaluation, mainstreaming, research and training on gender and development; with a focus on issues of agriculture, poverty reduction, climate action, health and SDGs. She works with NGOs, national governments and UN organisations. Ranjani combines field-level evaluations with national and international evaluations spanning several low and lower-middle income countries. She has also carried out meta-evaluations from a gender and human rights lens. She also has experience in managing field level programmes and leading a national organisation working on gender and development. She is on the

Course Facilitators

editorial board of the international journal Gender and Development and was part of the core faculty team for previous iterations of the FGTE course

Renu Khanna

With over 25 years of experience in the field of evaluation, Renu Khanna is the founder trustee of Society for Health Alternatives (SAHAJ) and has mentored community health and women's organizations. An Erasmus Mundus scholar, she has taught at KIT Amsterdam and QMU Edinburgh. She is on the governance structures of Jan Swasthya Abhiyan, CommonHealth, Health Equity Network India (HENI), and is a Commissioner on the Lancet Commission for Gender and Global Health 2020-22. She was part of the core faculty team of the FGTE course for all previous iterations.

Sonal Zaveri

An Independent consultant with over 25 years of cross-cultural experience in strategic planning, evaluation and capacity building, Sonal has worked in over twenty countries - in East & West Africa, Asia-Pacific, South, South-east and Central Asia, Middle East and Eastern Europe. She uses diverse evaluation approaches - feminist, utilization-focused, developmental, outcome mapping and various participatory methods - which promote learning and use. Sonal is the Founder & Regional Coordinator, Gender and Equity Network South Asia (GENSA) and Co-chair EvalGender+. She was part of the core faculty team of the FGTE course for all previous iterations.

Course coordinator

Alpaxee Kashyap

Alpaxee is an independent consultant with 10 years of experience of working in gender related projects in the development sector. She has recently completed her PhD in Gender Studies from Dr. B.R. Ambedkar University, New Delhi. She has earlier worked on research projects with Oxfam India, International Centre for Research on Women, Gender@Work and is an alumni of the FGTE course from the 2018 batch.

Her interest areas include researching and writing on gender based violence, gender and livelihood and women's solidarity groups like Self Help Groups. As a consultant, she has also developed gender training modules for organizations like Asia Floor Wage Alliance, for IWWAGE, for community resource persons in the National Rural Livelihood Mission(NRLM) program of the Government of India and have been part of imparting gender trainings to various groups including corporates. She has been a guest faculty at TISS Hyderabad and has also recently worked with Oxfam International to review policies on gender and climate change.

Tanisha Dasgupta

Tanisha Dasgupta is a Research Consultant at the Institute of Social Studies Trust (ISST) in Delhi. She holds a Master's degree in Development Studies from Ambedkar University and has been working in the development sector with a focus on gender and the informal economy. Her work explores the intersectionality of social norms and their impact on women's unpaid care work. Additionally, she has a growing interest in monitoring and evaluation. Tanisha is passionate about continuing to explore these critical issues and contributing to the broader discourse on gender and development.

Who Can Apply?

Participants residing in South Asia (India, Nepal, Bangladesh, Sri Lanka, Pakistan, Afghanistan & Bhutan)	Development professionals with 10+ years of experience in gender or evaluation who could be decision makers on evaluation, commissioners of evaluation, senior program managers, doers/ Technical Persons/ those who do evaluations, evaluators, programme Managers, MEL/Senior Monitoring Officers/ Knowledge Management Team, Gender Leads in organizations, senior training and capacity building manager.
Proficiency in English (written, spoken & comprehension) will be required	Willing to devote adequate time for the course and its requirements

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

How to Apply?

If you think you meet the above criteria and are committed to devote adequate time towards learning the advanced concepts 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 15th September 2024.



Certification and Incentives

Institute of Social Studies Trust (ISST) will provide a certificate to the participants who 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.

Contributions

Being an initiative of ISST under a grant, the FGTE SP course has been offered at no cost to all participants. However, to continue our work in promoting gender-transformative evaluations through our courses, we welcome any contributions you wish to make. Your contributions will enable us to build a pool of funds for the course. You may choose to contribute between INR 5,000 – 10,000 through the following link: <https://isstindia.org/donate>

Network Partners



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 (COE SA) 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.

Network Partners



Community of Evaluators South Asia

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.



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.

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