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| **GENDER INTEGRATION GUIDANCE: EVALUATION** | |
| Why address gender issues at this stage? | Evaluations analyze the progress made towards objectives and how successful or not implementation was. Gender-responsive evaluations aim to understand why activities and interventions did or did not reach and benefit men and women. They examine how far and in what ways programs and projects have changed the conditions and roles of men and women over time. They can highlight successes and challenges of the design and implementation of projects that can lead to more inclusive and responsive design in the future.  Gender-responsive evaluations are also designed to be able to support gender equality and women’s empowerment. The data collection and sampling methods should be inclusive and representative of the diverse groups of actors involved in the project. Evaluations can also be empowering if the methods chosen involve men and women in many stages of the evaluation process from the design through to the presentation and analysis of findings. |
| Objective of addressing gender issues | * To examine how far and in what ways programs have changed the conditions and roles of men, women, boys, and girls over time. * To validate the accomplishments of the project in addressing gender-based constraints. * To aid management, decision making and learning in support of gender equality and women’s empowerment outcomes. * To identify and understand any new gender-based constraints as evidenced by analysis of sex-disaggregated data. |
| How to address gender issues | *The guidelines provided below are intended to support the design of evaluation terms of reference (TOR) and the review of evaluation proposals. They can also be used when reviewing different deliverables; for example the inception report.*  *When drafting TOR, remember to be explicit about the expectations around gender. This can be done throughout the TOR and can be reinforced by including gender-responsiveness among the criteria for evaluating the proposal.*  **Identify Gender-related Evaluation Questions.**  Gender-responsive evaluation questions can be included in the design of the evaluation. These are questions that aim to understand the ways in which the project has had a differential impact on men and women and the underlying causes for those differences. Questions can be formulated around the gender-based constraints identified during the design of the project. They can also be formulated around challenges identified during implementation. The questions should be included in the terms of reference for the evaluation.  Ideally, each project is designed to reduce gender-based constraints and its M&E plan is designed to collect sex-disaggregated data. This facilitates the identification of gender-responsive research questions and the ability to conduct a gender-responsive evaluation.  However, many projects often realize too late (or the donor asks during implementation) to address gender issues. In these cases, and other cases where the design of a project did not intentionally seek to address gender inequalities, gender-responsive evaluation questions can still be identified and included. A project with sex-disaggregated data can include an evaluation question to examine the differences between men and women. This quantitative review can be complemented by qualitative interviews to understand any differences. A project without quantitative data can still conduct sex-disaggregated interviews with project beneficiaries to examine the difference in men’s and women’s experience in the project. In both of these cases, the evaluation questions can be forward-looking and oriented towards lessons learned, for example, “What do we know now about how men and women participated in and benefited from the project, that we didn’t know at the start of the project?”  **Select evaluation methods that are inclusive.**  Inclusive can mean many things. When talking about gender-responsive evaluations, we mean that the evaluations need to include:   * Both quantitative and qualitative elements; * A sampling strategy for the data collection process that is at least representative of men’s and women’s participation in the project; and, * Data collection tools that ask about both men’s and women’s experiences in the project.   Quantitative methods will rely on the available sex-disaggregated indicator data. Any additional quantitative data that is collected must be sex-disaggregated and a gender analysis should be conducted using this data.  Qualitative data collection is imperative. Qualitative methods, including key informant interviews, group interviews, and other methods, allow for the understanding of some trends that cannot be represented using solely quantitative analysis. They can provide greater context for the indicator results and allow for a deeper understanding into the underlying causes of gender inequalities and differences in the project.  The data collection process must include interviews with men and women. Group interviews should be conducted separately with men and women. If the evaluation is exploring the dynamics between men and women, it may be useful to conduct group interviews to observe how men and women interact with each other.  Questionnaires will first need to respond to the evaluation questions. When designing (or reviewing) these, look for opportunities to ask men and women about their own experiences in the project, and to ask their opinion of how other people have experienced the project. For example, it may be useful to ask men if they believe women faced constraints in participating in group meetings. This type of question can reveal beliefs and perceptions that one group (in this case men) has about other groups (e.g., women).  **Include “experience in conducting gender-responsive evaluations” in the qualifications for the evaluation team.**  The TOR must require that the team have experience in conducting gender-responsive evaluations. It is important that the evaluation team has experience conducting gender analysis for evaluation and understands the gender issues related to the geographic region and sector (e.g., agriculture, citizen participation, etc.) associated with the project being evaluated.  **Consider using participatory evaluation approaches.**  Gender-responsive evaluations do not have to provide information only for LWR or for the donor. When designed appropriately, they can be empowering for the men and women with whom we work. The evaluations themselves can support gender equality and women’s empowerment.  A participatory evaluation will seek to engage men and women beneficiaries at all stages of the evaluation process: identifying research questions, planning, selecting data collection methods, gathering and analyzing data, and developing conclusions and recommendations.  Evaluations can be designed to be participatory at different stages or at all stages. It requires greater planning and coordination from the project team but can provide useful information about how our projects are perceived by beneficiaries while at the same time engaging them in a learning process. |
| How to use the Gender Dimensions Framework | The GDF can be used to identify gender-responsive evaluation questions. The questions can be formulated to understand the extent to which gender-based constraints have been reduced in any of the following areas, as relevant and appropriate: access to assets; beliefs and perceptions; practices and participation; or laws, policies, and institutions. |
| Checklist | * Is there an evaluation objective that analyzes the extent to which and in what ways the status of men, women, boys, and girls have experienced change as a result of the project? * Do the relationships between conditions of disparity and causal factors that are represented in gender-based constraints hold true? |
| Where to find additional information | * <http://betterevaluation.org/themes/feminist_evaluation> * <http://gendereval.ning.com/> * Independent Evaluation Office. 2015. “How To Manage Gender-Responsive Evaluation: Evaluation Handbook.” UN Women. * Participatory Evaluation: What it is? Why do it? What are the challenges? <https://depts.washington.edu/ccph/pdf_files/Evaluation.pdf> |