

TAKING GENDER INTO ACCOUNT IN EVALUATION: FROM THEORY TO PRACTICE

LIEPP – Metheval 06/02/2025

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Known Challenge:

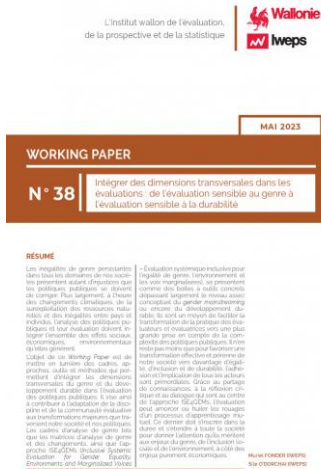
- persistent gender inequalities in all areas = injustices
 ➔ challenge for public policies, including their evaluation(s)



Known Challenge:

- persistent gender inequalities in all areas = injustices

➔ challenge for public policies, including their evaluation(s)



Muriel Fonder et Sile O'Dorchai



Thomas Delahais,
Noémie Lequet et
Karine Sage



Catherine Fallon



Solution Workshop

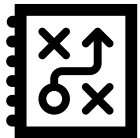




- **Make you feel able to commission or carry out a gender-sensitive evaluation of any policy**
- **Learn from your own experiences (discussion time)**

How?

- By sharing existing levers and resources that support this practice
- By sharing our experiences of gender-sensitive evaluations



What's next?

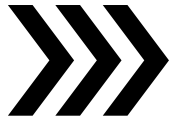
**IS GENDER
MAINSTREAMING
TOO AMBITUOUS TO BE
OPERATIONAL ?**



What is « gender mainstreaming (GM) » in public policies



“Gender mainstreaming is the (re)organization, improvement, development and evaluation of policy processes so that a gender equality perspective is incorporated in all policies, at all levels, and at all stages, by the actors normally involved in policy-making” (Council of Europe 1998)



Gender mainstreaming is transversal and supposed to be applied:

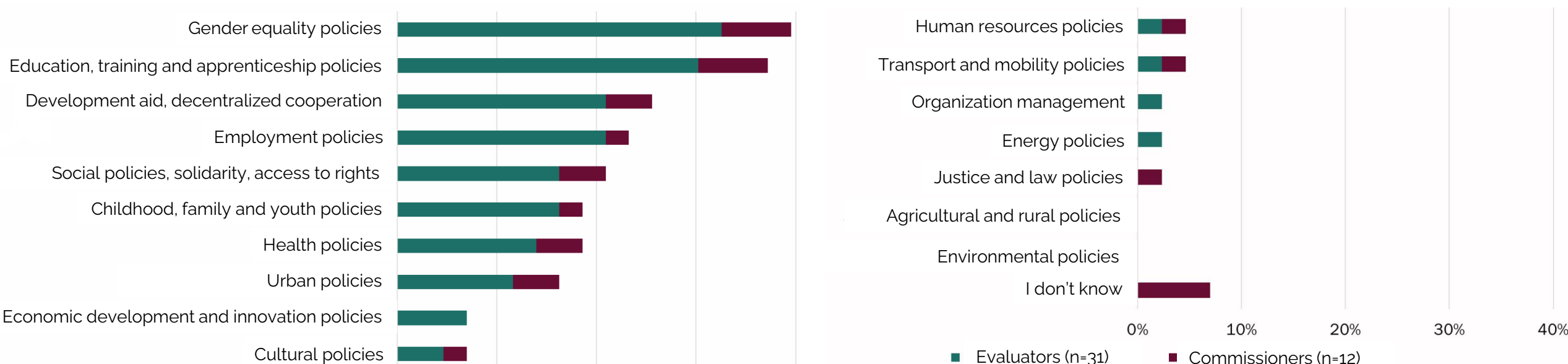
- At all stages, and so in evaluations
- Though all policy domains, and so even if a gender perspective is not explicit.



Gender mainstreaming has been introduced into national legislation BUT ...

What is « gender mainstreaming (GM) » in public policies

Concerning the gender-sensitive evaluations you have carried out or commissioned: which areas of public action did they cover?

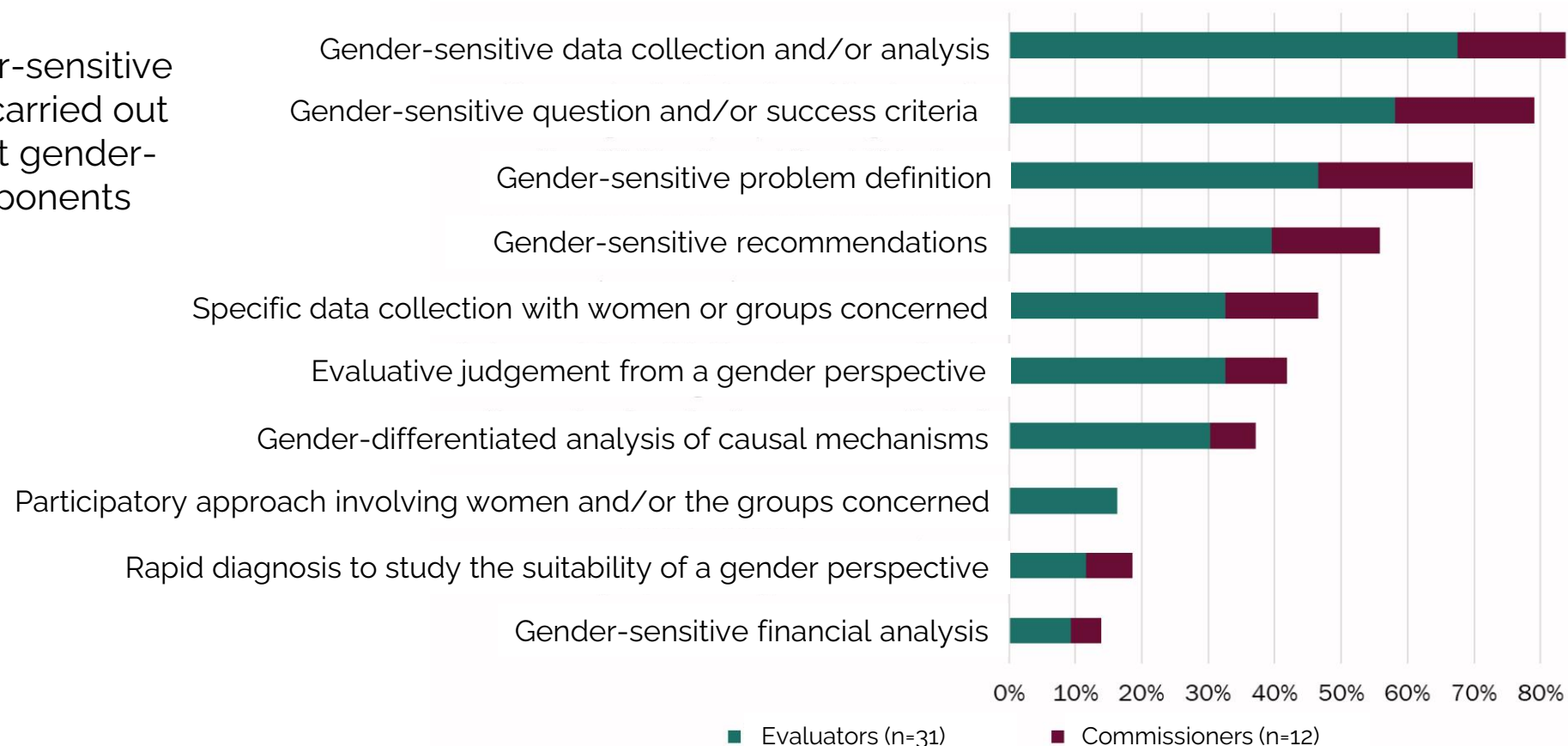


Gender mainstreaming has been introduced into legislation BUT ...

- Gender sensitive evaluations usually limited to gender equality policies

What is « gender mainstreaming (GM) » in public policies

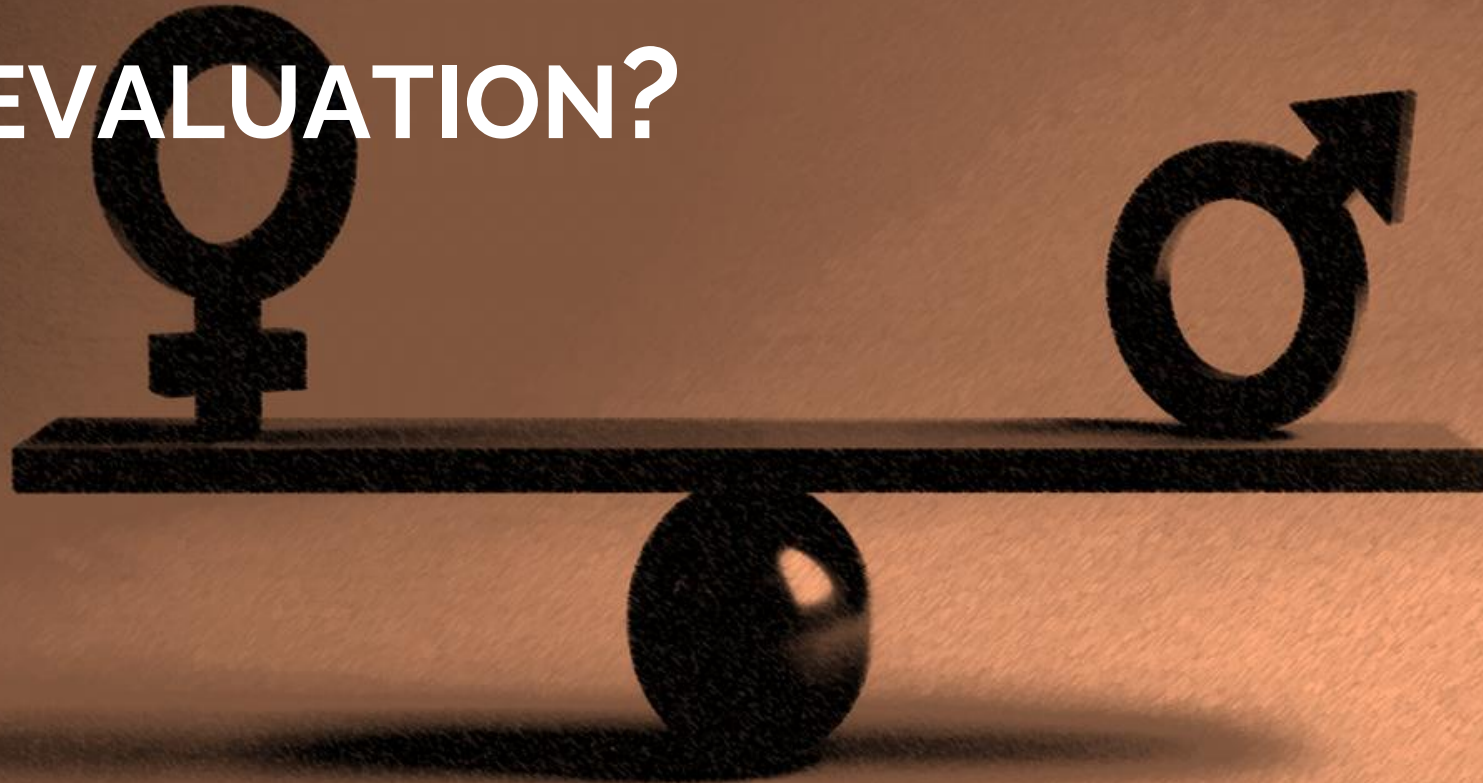
Concerning the gender-sensitive evaluations you have carried out or commissioned: what gender-sensitive method components were integrated?



Gender mainstreaming has been introduced into legislation BUT ...

- Gender sensitive evaluations usually limited to gender equality policies
- Gender-related considerations are often limited to sex

WHAT IS GENDER-SENSITIVE EVALUATION?



SEX

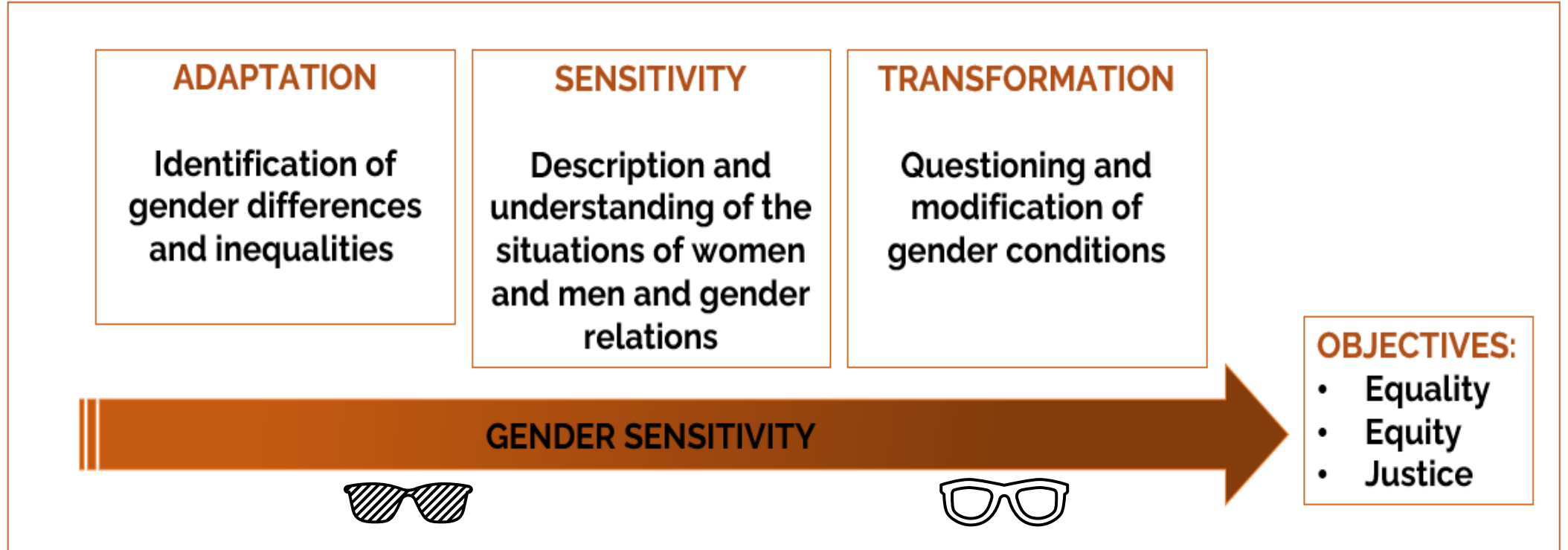
The concept refers to a **biological reality**. It refers to the set of physical and physiological characteristics that differentiate women and men, such as genetic heritage, genitalia and hormone levels. Sex is generally described in binary terms, “female” or “male”, yet intersex people experience variations in sexual characteristics that do not correspond to this binarity.

GENDER

The concept refers to a **sociological reality**. It refers to social norms based on socially and culturally constructed differences between men and women. It analyzes the roles, behaviors and activities that a society considers appropriate for men and women. For example, women are more often assigned to “reproductive” tasks and men to “productive” ones.

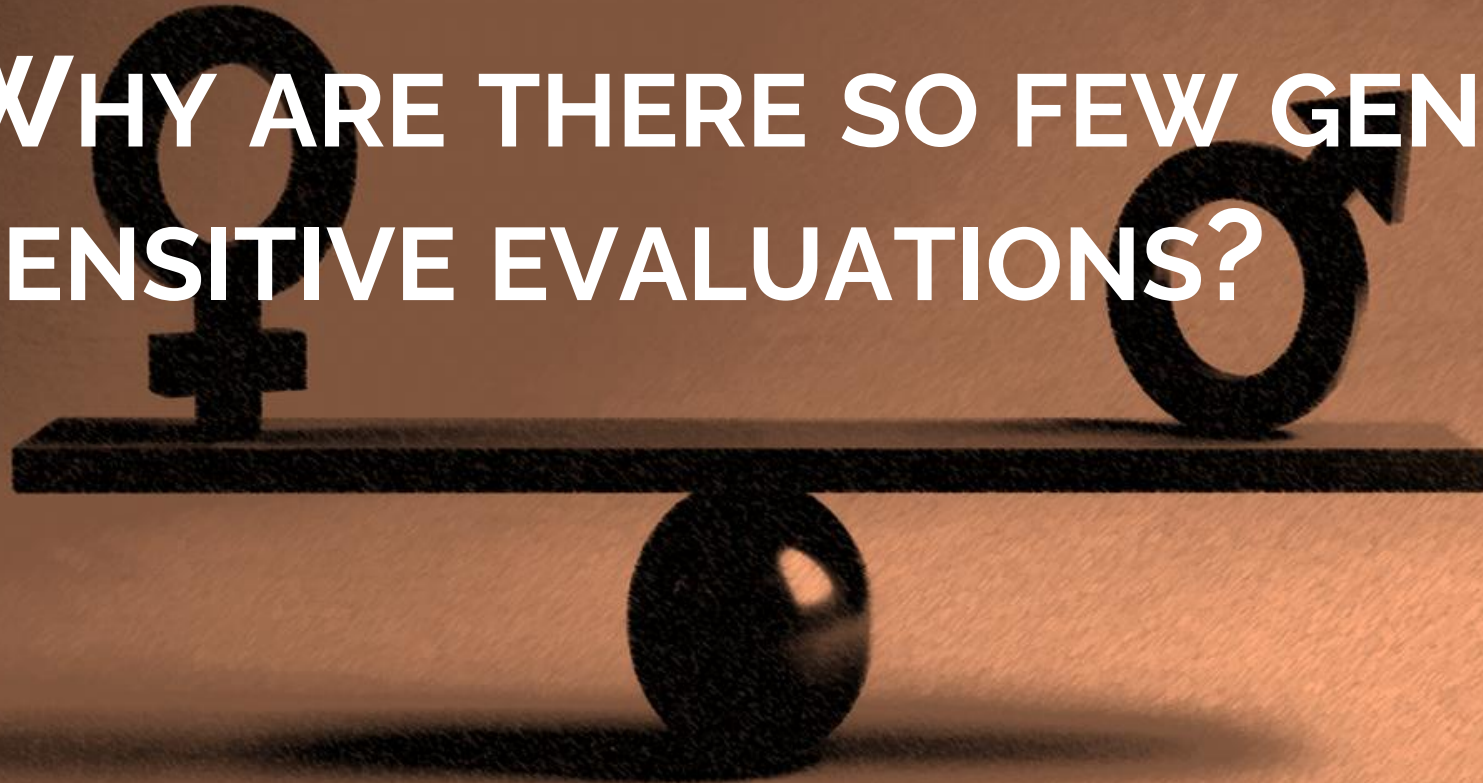
What is gender-sensitive evaluation ?

Gender sensitivity is not binary, but stretches along a continuum



https://www.iweps.be/wp-content/uploads/2023/05/EN-WP38_VF.pdf

WHY ARE THERE SO FEW GENDER-SENSITIVE EVALUATIONS?



Why are there so few gender-sensitive evaluation?

Main obstacles to systematic and widespread gender mainstreaming:

- Lack of political will
- Limited institutional capacity

Two factors, however, point to a more promising future:

- The accumulated knowledge and the tools developed
- The broad political support to the SDG's

The Sustainable Development Goals (SDGs) recognize that the realization of gender equality and women's empowerment is a necessary condition for peaceful, prosperous and sustainable development. And, therefore, UNODC, as a United Nations entity, has a mandate to address gender equality and women's empowerment issues in all its interventions



**HOW DO YOU MAKE A GENDER-SENSITIVE
EVALUATION OR RENDER AN EVALUATION
« GENDER-SENSITIVE » ?**

How to make/render an evaluation « gender-sensitive » ?

The need to adopt specific glasses on the whole of the evaluative work

- be conscious of the main dimensions of gender inequality
- be aware of the strong link between gender inequality and other forms of inequality from an intersectional perspective
- revise the entire evaluation process, from preparation to use, to make it as gender-sensitive as possible

PREPARATION

PROCEEDINGS

UTILIZATION

DIMENSIONS OF GENDER ANALYSIS FRAMEWORKS

Evaluation framework:

- Inclusion of gender equality as a key point
- Participation of gender experts and participatory approach

Pre-evaluation:

- Gendered analysis of the public issue and intervention
- Mobilization of gender analysis frameworks

Criteria and questions:

- Adaptation and supplementation of criteria to incorporate gender issues
- Formulation of gender-sensitive questions

Research design:

- Complexity and theory-based design
- Mixed design and participation

Data collection techniques and indicators:

- Gender-sensitive application of selected techniques
- Construction of gender-sensitive indicators to measure changes in the status and position of women and men, and in gender relations

Reporting, dissemination, and utilization:

- Results, conclusions, recommendations, and learnings from incorporating a gender perspective into the evaluation
- Designing a gender-sensitive communication plan
- Ensuring the use of the final report to improve gender equality

Practical tools for integrating gender into assessment

Inclusive Systemic Evaluation for Gender equality, Environments and Marginalized voices (ISE4GEMs): A new approach for the SDG era

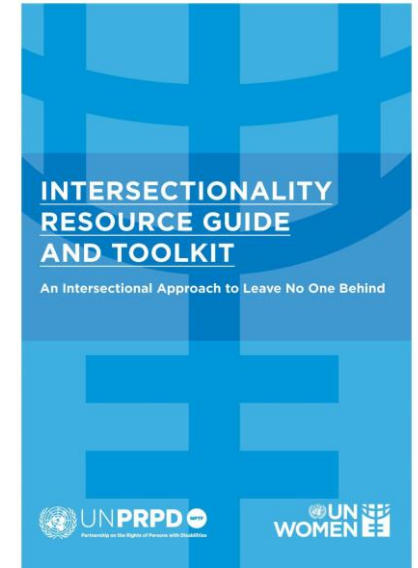
[unwomen ISE4GEMs Practitioners](#)



Gender-responsive evaluation

Consists of objective assessment of a project, programme or policy at all of its stages, i.e. planning, implementation and measurement of gender mainstreaming outcomes. →

eige.europa.eu/gender-responsive-evaluation



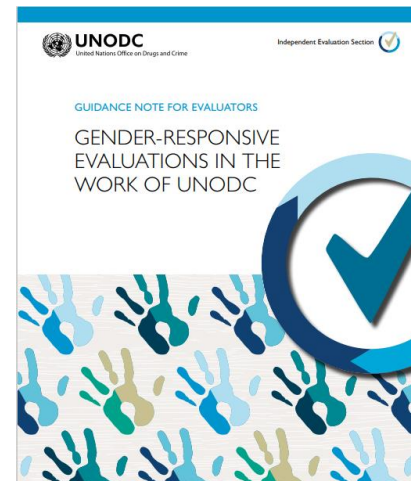
[UNWomen intersectionality-resource-guide-and-toolkit](#)

Making Feminist Evaluation Practical

This article asserts that a competent evaluator knows more than one method, theory or approach to evaluation, and that feminist evaluation should be one of those core approaches. At the same time, the author acknowledges that feminist evaluation faces some constraints to its use, namely its name and its lack of concrete guidance. This article provides practical strategies to engage with using feminist evaluation for those who consider themselves feminists, and for those who adamantly do not, yet identify as evaluators who value human rights and social change.

eVAluation Matters Fourth Quarter 2018

Donna Podems, University of Johannesburg



[UNODC Guidance Note for Evaluators Gender-responsive Evaluations.pdf](#)

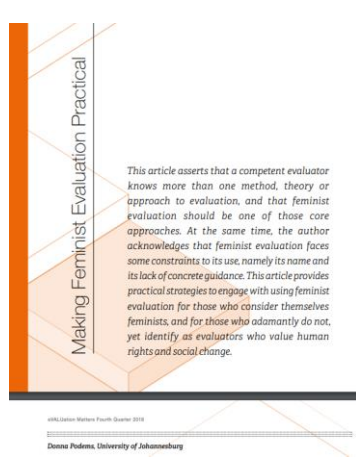
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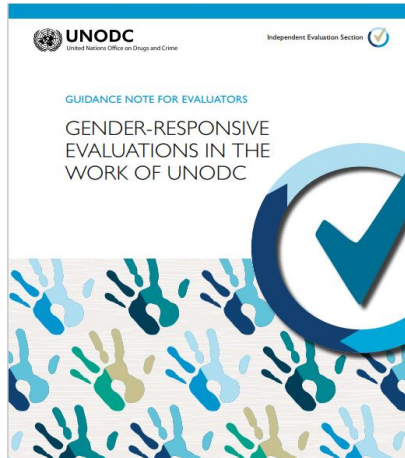
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<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf#:~:text=concepts%20that%20underpin%20the%20ISE4GEMs.%20Practitioners%20will%20be>



<https://idev.afdb.org/sites/default/files/Evaluations/2020-03/Making%20Feminist%20Evaluation%20practical.pdf#:~:text=This%20article%20provides%20practical%20strategies%20to%20engage%20with>



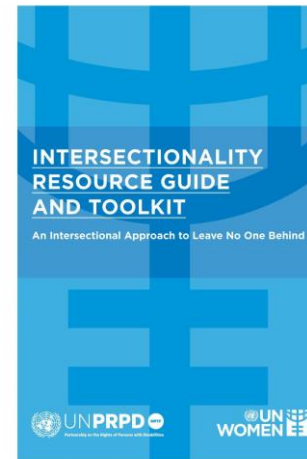
https://www.unodc.org/documents/evaluation/HumanRights-GenderEquality/Guidance_Note_for_Evaluators_Gender-responsive_Evaluations.pdf#:~:text=This%20guidance%20document%20for%20Gender-Responsive%20Evaluations%20in



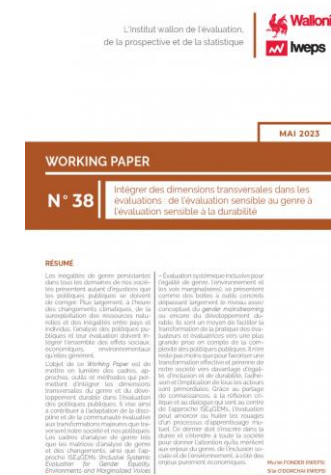
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https://eige.europa.eu/gender-mainstreaming/tools-methods/gender-responsive-evaluation?language_content_entity=en



<https://www.unwomen.org/en/digital-library/publications/2022/01/intersectionality-resource-guide-and-toolkit#:~:text=It%20may%20be%20used%20by%20entities%2C%20individuals%2C%20or,%20and%20intersecting%20effects%20of%20policy%20on%20marginalised%20persons.>



English version

https://www.iweps.be/wp-content/uploads/2023/05/EN-WP38_VF.pdf

Version française

<https://www.iweps.be/wp-content/uploads/2023/05/WP38.pdf>

SHARING CASES OF VARIOUS GENDER-SENSITIVE EVALUATIONS



Example 1 . A program to support research excellence



A research support program with 3 priorities:

- “Risky” exploratory research projects
- Interdisciplinarity
- Emergence of young scientific leaders

Example 1 . Evaluation approach



- In-house evaluation by the University
- At start, only 2 evaluation questions of relevance and effectiveness
- Extending the evaluation questioning with the addition of an **inclusiveness question**



To what extent and in what cases does the program support research excellence in all its diversity?



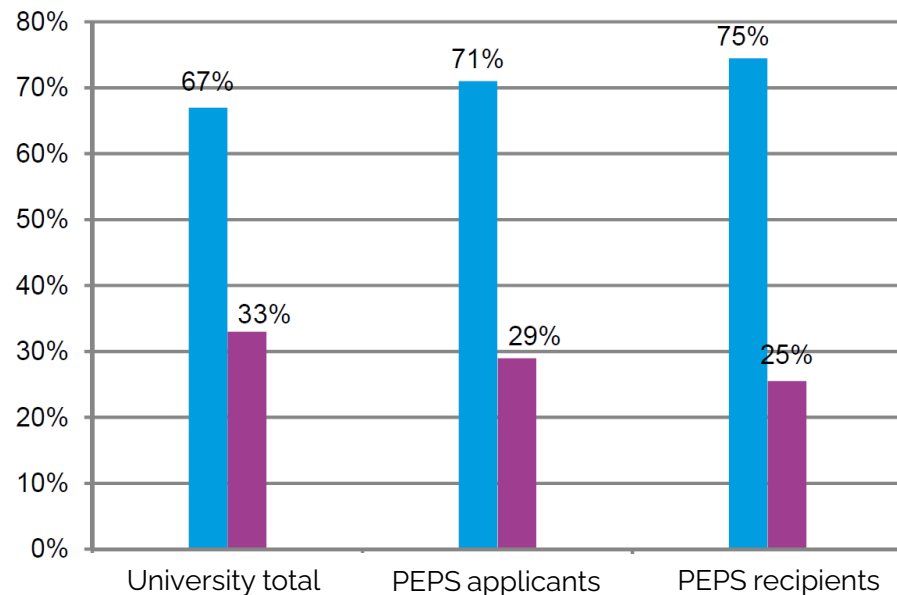
- In its early years, the program supported interdisciplinary scientific projects that had since achieved **promising results** in terms of proof of concept, new funding and publications
- ...But **interest in the program was declining**, due to a selection procedure seen as lacking in transparency and the absence of a consensual definition of the notion of interdisciplinarity

Exemple 1 . A program to support research excellence



The program also tended to **favor**:

- Projects led by laboratories already used to interdisciplinarity
- Projects led by hard science laboratories
- Projects carried out by **male researchers**



■ Men
■ Women



H2020 Science with
and for Society



Redesigning Equality and
Scientific Excellence Together

Example 2 . MAINSTREAMING GENDER in Committees :

Distributive and substantive attention

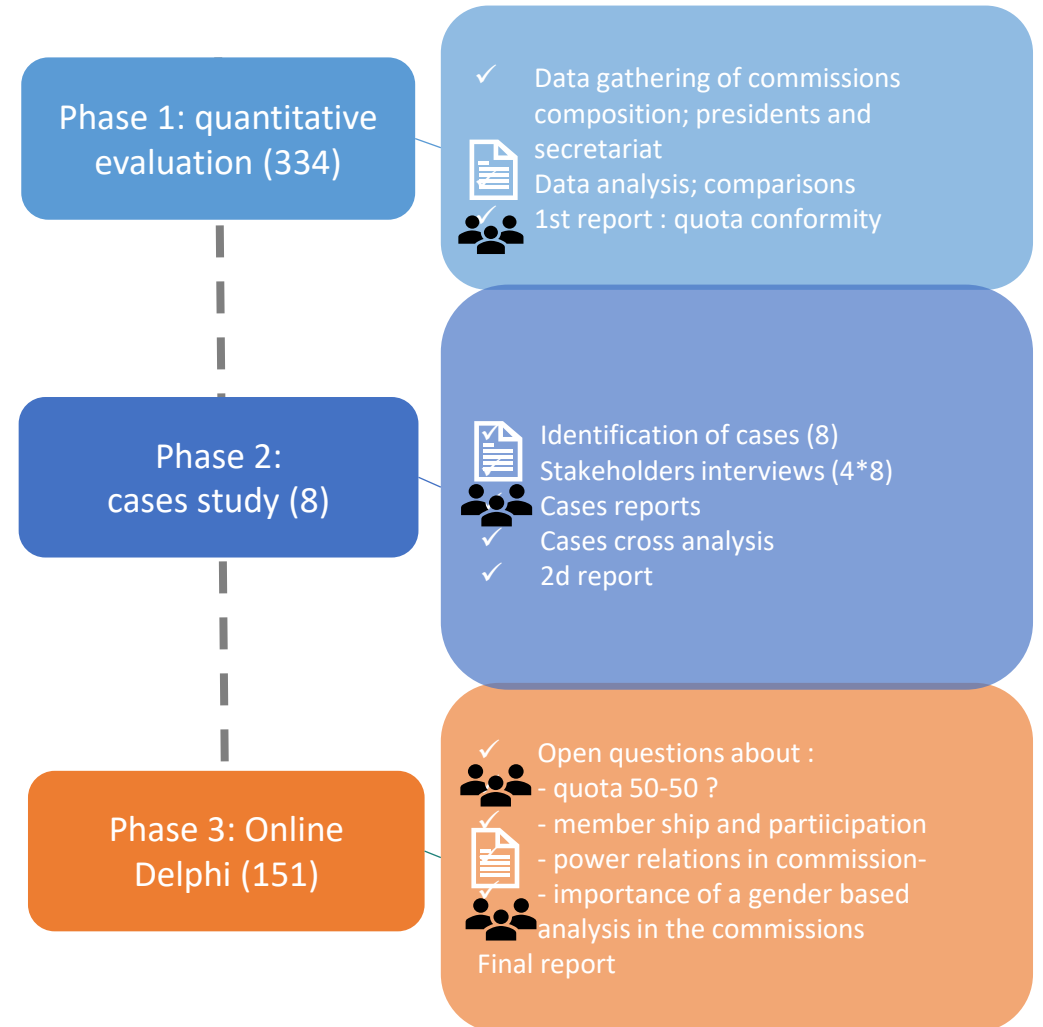
- **Beijing Conference (1995)** : increase participation of women in decision-making bodies to ensure that gender is taken into account in public action and to combat gender inequalities
 - Participate in positions of political responsibility AND get involved in the consultative bodies which formulate opinions for the attention of political decision-makers.
 - Quota based approach in committees: *'no more than two-thirds of the members of an advisory body shall be of the same sex'* (2014)
- ➔ Impact on gender balance ? On advising contents ?

Example 2 . MAINSTREAMING GENDER in Committees : Distributive and substantive attention

Questions of relevance,
effectiveness and coherence

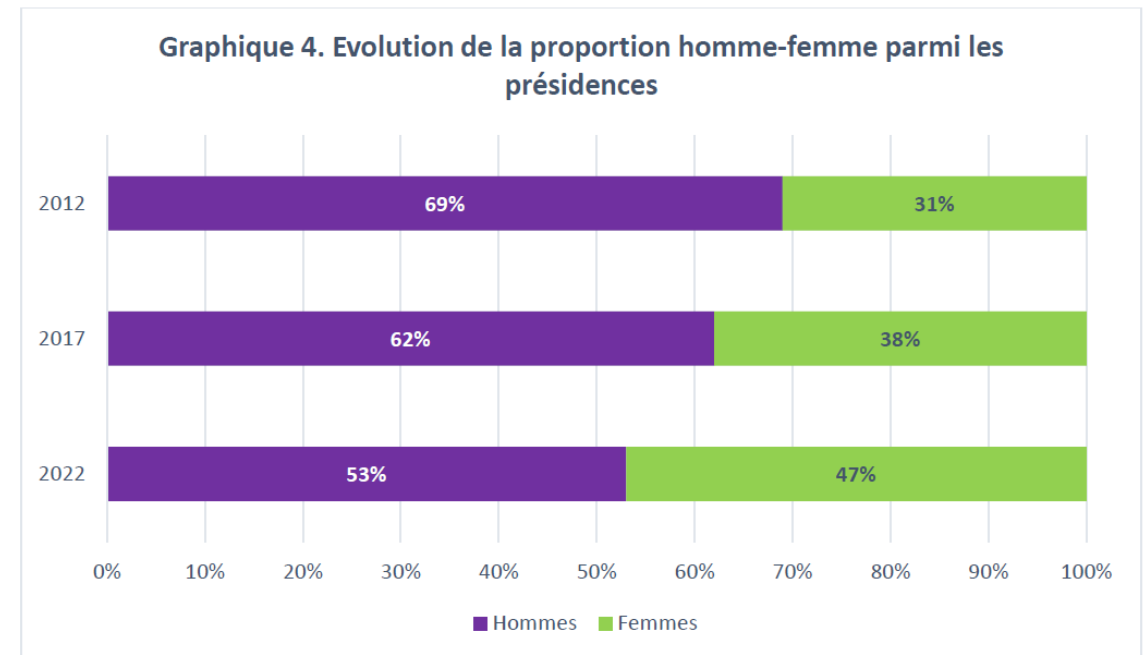
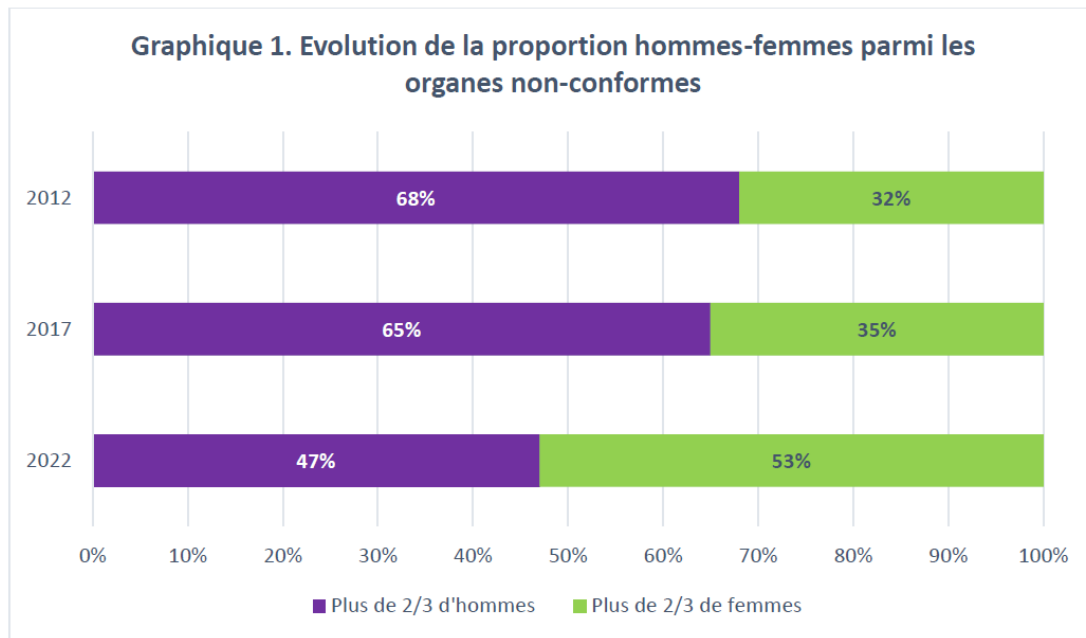
A **theory-based** evaluation

Extending the evaluation scope by
adding a **gender budgeting
analysis** in the early stages of the
evaluation



Example 2 . Main results 1 : descriptive attention to men/women headcounts

- Women participate in positions of political responsibility AND get involved in the consultative bodies which formulate opinions for the attention of political decision-makers.



Example 2 . Main results 2 substantive integration of gender

2016 Decree on gender mainstreaming imposed integration of gender dimensions in all policies : the focus is on “**gender**” (on women and men and their respective power relations) and it is supposed to call into question androcentric standards or traditional roles.

- Committee members have difficulty **understanding, accepting and mobilising** a gender perspective
- What seems to encourage gender mainstreaming (**substantive analysis**) is the participation of persons mastering the gender based analysis tools (as member from women's NGOs or by personal interest)

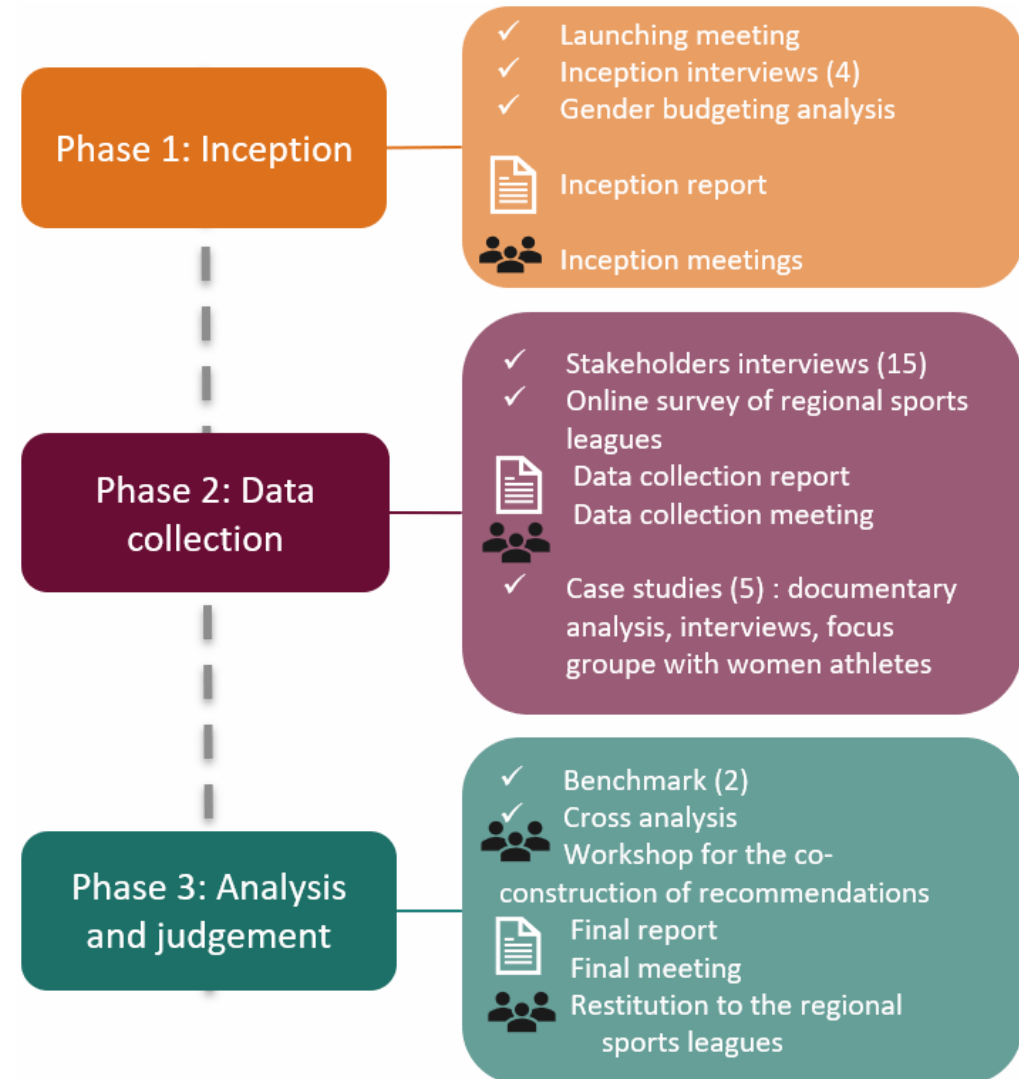


- Regional sports development contracts (CRDS) as a way for the region to fund regional sports governing bodies
- Since 2017, the addition of a **mandatory axis on women's access to sport:**
 - Beneficiary regional governing bodies must propose actions aimed at developing the practice of women's sport, and/or women's access to coaching, referring and governing positions

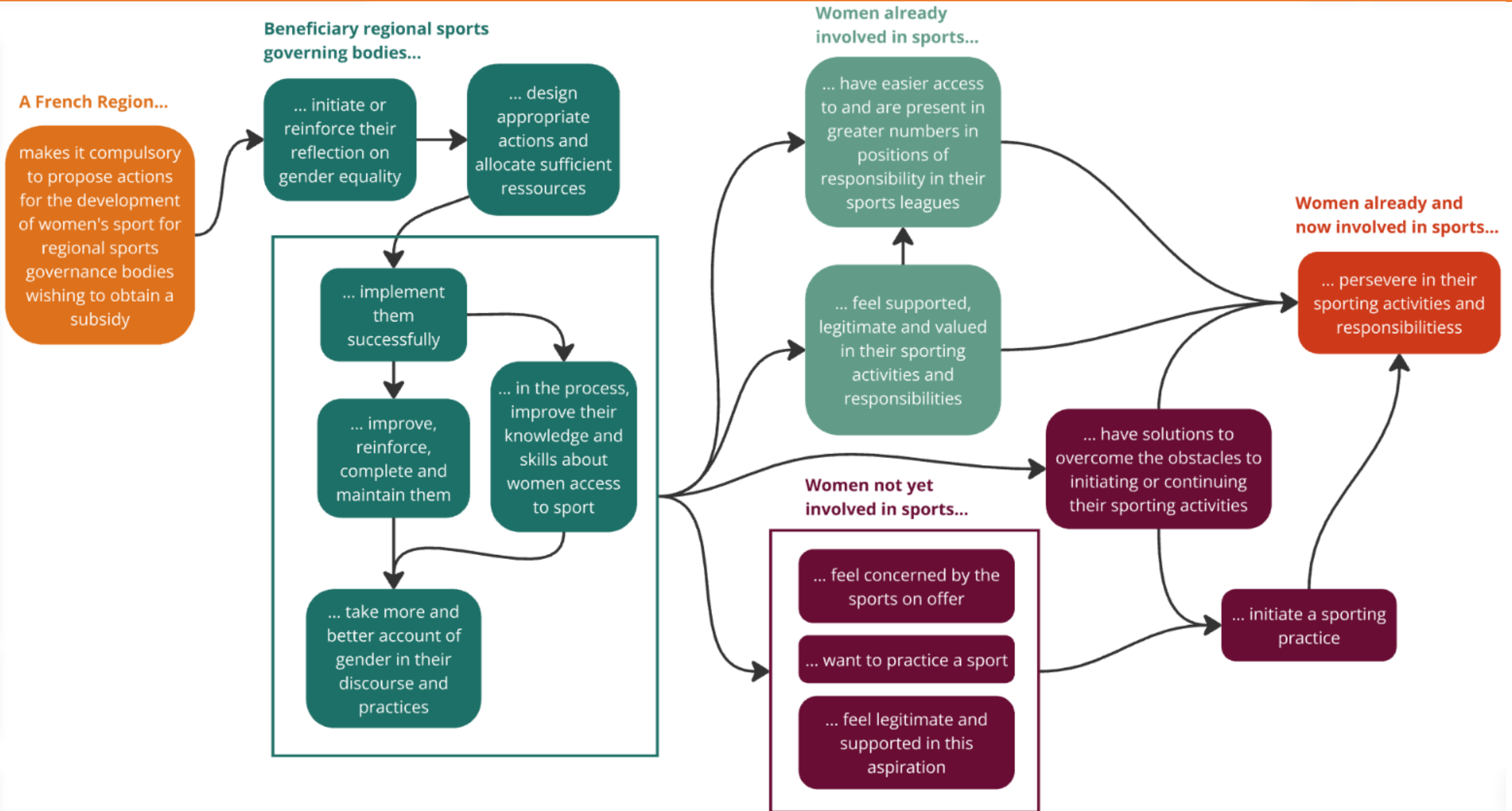
Example 3 . Evaluation approach



- Questions of relevance, effectiveness and coherence
- A theory-based evaluation
- Extending the evaluation scope by adding a **gender-sensitive budget analysis** in the early stages of the evaluation



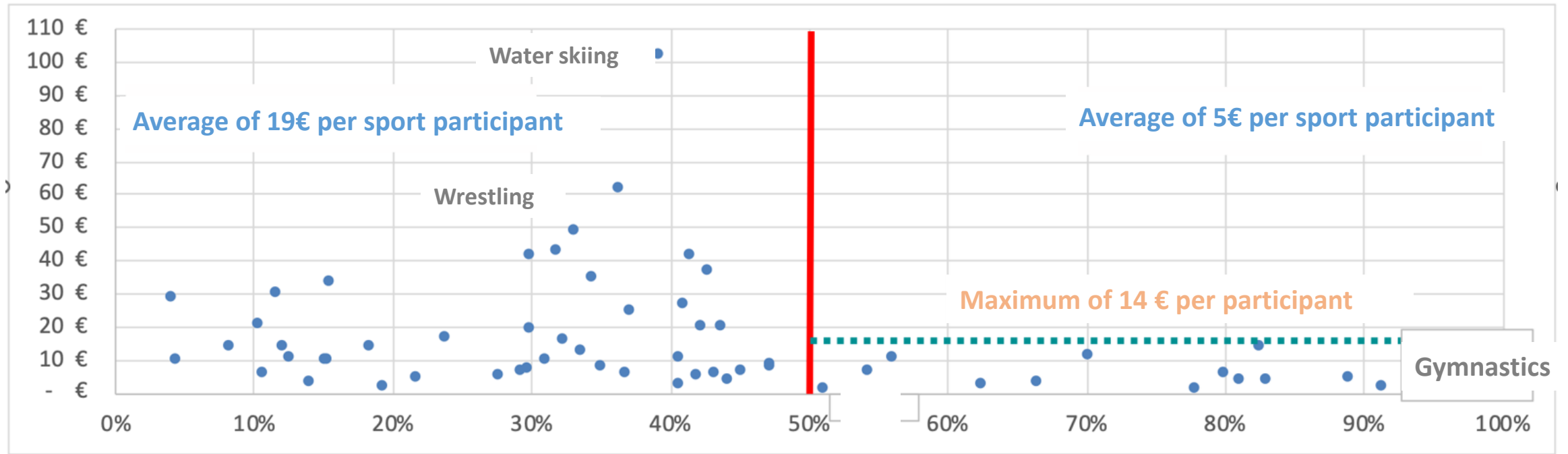
Example 3 . Theory of change





- The **added value** of the mandatory axis was substantial :
 - Sanctuary effect: at least half of the leagues allocated resources to gender equality for the first time
 - Incentive effect: at least one third of the leagues intervened for the first time in favor of gender equality
- ... but there were **too few safeguards** to ensure the ambition, relevance and effectiveness of the actions in favor of gender equality
- Regional sports governing bodies **needed support in designing and implementing** actions to promote gender equality

Example 3 . Main results



Despite a strong goal to support women's sport, the Region continued – unconsciously and unintentionally – to **overfund male-dominated sports**



- 2+1 projects related to public procurement in a bigger plan dedicated to economic recovery :
 - Facilitating access to public contracts for SMEs
 - Strengthening the responsible public purchasing dynamic in Wallonia
 - Added project : Supporting social economy enterprises in accessing sustainable public contracts with regard to social, environmental, ethical and gender clauses

Example 4 . Context



- No explicit gender dimension in the policy development and implementation phase
- Proposal of a gender dimension by IWEPS (the institute responsible for evaluation) included in the government note on the evaluation of the plan



Particular attention will be paid to the gender dimension in the assessments

Example 4 . The approach



- Evaluation process still in its early stages : evaluability assesement
 - Evaluation approach guided by ISE4GEMs:
 - Steering committee: selection of gender(-sensitive) experts
 - Main evaluators with no gender expertise => identification of gender referee to support the gender reflection
 - Gender analysis of the public issue and the intervention
- Stakeholders interviews
 - Literature review
 - Special meeting of the enlarged evaluation team dedicated to the identification of gender issues



Wearing gender glasses allows you to see the gendered aspects of a policy.

No gender sensitivity from stakeholders

BUT

Gender by :

- Definition of concepts

- Gender literature

- Social clauses have “a social policy objective that contributes directly to the well-being of the community”. How ?
 - combating discrimination (gender, ethnic origin, etc.)
 - Fostering accessibility of the infrastructure to all people
 - Socio-professional aims
 - clauses reserving contracts for the social economy
 - training clauses

Gender-responsive public procurement: strategies to support women-owned enterprises

Barbara Orser, Xiaolu (Diane) Liao, Allan L. Riding and Quang Duong



Exemple 5 . A training Policy to alleviate labor shortages



A public policy with three types of actions targeting jobseekers:

- awareness-raising,
- guidance
- training in in-demand trades

Exemple 5 . Context

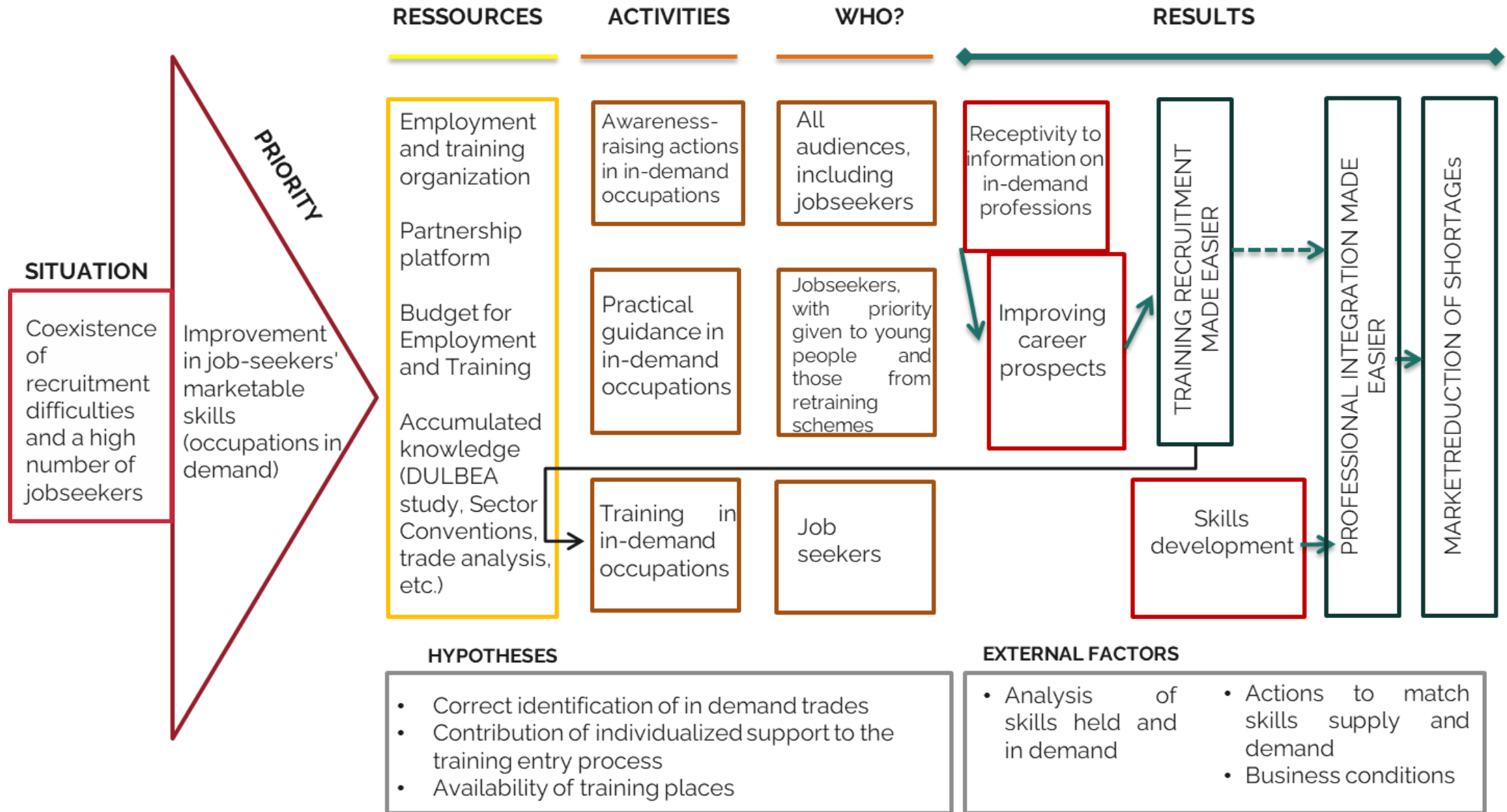


- No explicit gender dimension in the policy development and implementation phase
- No gender dimension in the terms of reference
- External evaluation by a public scientific institute + private consultant + university
- No gender expert in the steering committee



To what extent do these actions facilitate recruitment for training and integration into employment?

Exemple 5 . A training Policy to alleviate labor shortages

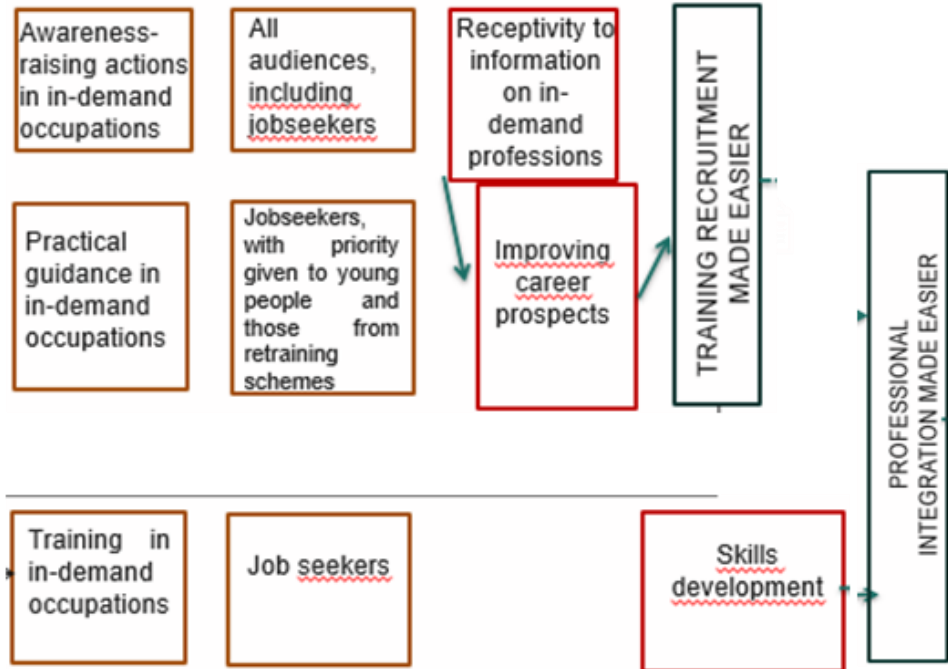


Exemple 5 . The approach



- A **theory-based** evaluation

- Carré, Sen



- Stakeholders interviews
- Case studies (2*3) : documentary analysis, interviews, observation
- Administrative data collection and analysis

- and **counterfactual** evaluation

- Stakeholders interviews
- Administrative data collection from multiple entities
- Survival analysis and Difference in difference analysis



- **Gender integration must be explicit: even if elements emerge during evaluation, they are little or poorly analyzed.**

Recruitment
in Training

- Job-seeker advisor: *Miss, you can't train in a sector where you won't be able to work. You say you have a problem with children, but unfortunately that's what sales is all about. Don't you think we should work with you to find a course that might suit you better?*
- Pin-up poster in a training facility for in-demand technical trades
- Differential participation W/M in practical guidance activities in in-demand occupations

TAKING GENDER INTO ACCOUNT IN EVALUATIONS: WHAT'S NEXT

