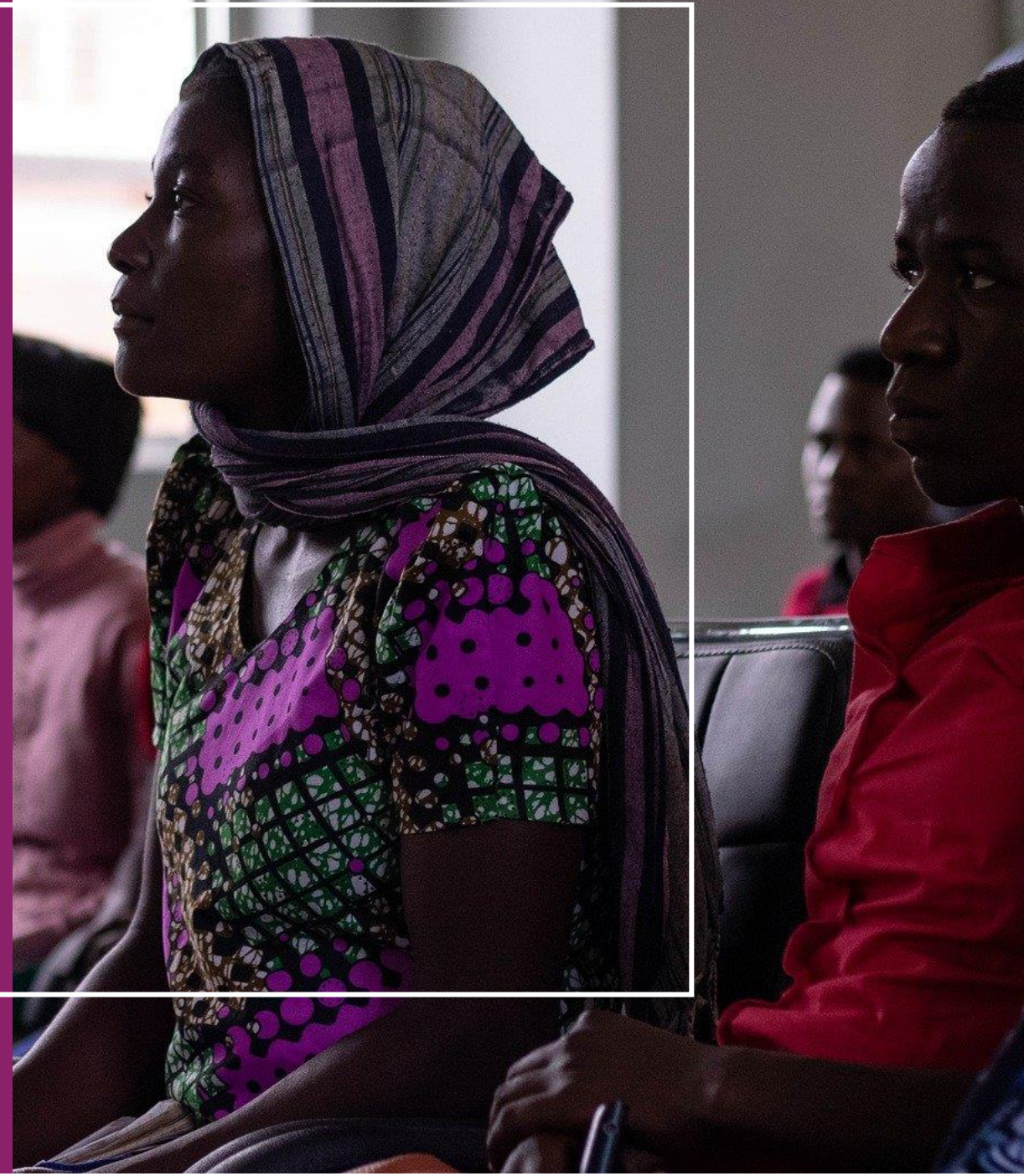




# Engendering Evaluation



# 'Another world is possible'

A group of village women in Andhra Pradesh, India, defined their visions of social change and worked out ways to measure that change. The women drew pictures inside a large circle to depict gender inequality in the world today as they perceived it: **the pictures included girls working in cotton fields outside a school full of boys, and a woman begging for work from the landlord.** In another circle, they showed how the world would look if gender equality became a reality: these **pictures depicted girls going to school, a woman working with bullocks, and a man doing housework while his wife attends a meeting.**

# SEX

Biological difference between males and females:

- Universal for all human beings
- Usually unchanging
- Determined at birth

# GENDER

Beliefs about the appropriate roles, duties, rights, responsibilities, accepted behaviors, opportunities, and status of women, men, transgender people, and others in relation to one another.

- Constructed by society
- Differs between cultures and over time
- Acquired
- Includes identity, expression, and orientation

# Gender analysis in the evaluation context

Gender analysis is a subset of socio-economic analysis. It is a social science tool used to **identify, understand, and explain gaps between males and females that exist in households, communities, and countries.**

It is also used to **identify the relevance of gender norms and power relations in a specific context** (e.g., country, geographic, cultural, institutional, economic, etc.).

# Justifying Gender Analysis

Gender roles affect:



**Access to Assets:** markets, income generating opportunities, education, public services.



**Knowledge, Beliefs, and Perceptions**



**Practices and Participation** in society and in political processes



**Space and Time** use, including geographical mobility



**Legal Rights and Status**



**Power:** ownership and control of productive resources

# Beyond Women and Girls

Roles, relations, and power dynamics among men, women, boys, girls, transgender people, and others

# Why integrate gender in evaluation

- Gender is everywhere
  - Gender-neutral development programs ✕
- Provide evidence to:
  - Improve programs
  - Advocacy
  - Raise awareness
- Accountability
- Stimulate change through data collection processes
- Contribute to the achievement of broad development goals

# Considerations to Engendering Evaluations

1

Collecting appropriate sex-disaggregated data

2

Developing indicators designed to track changes in key gender gaps

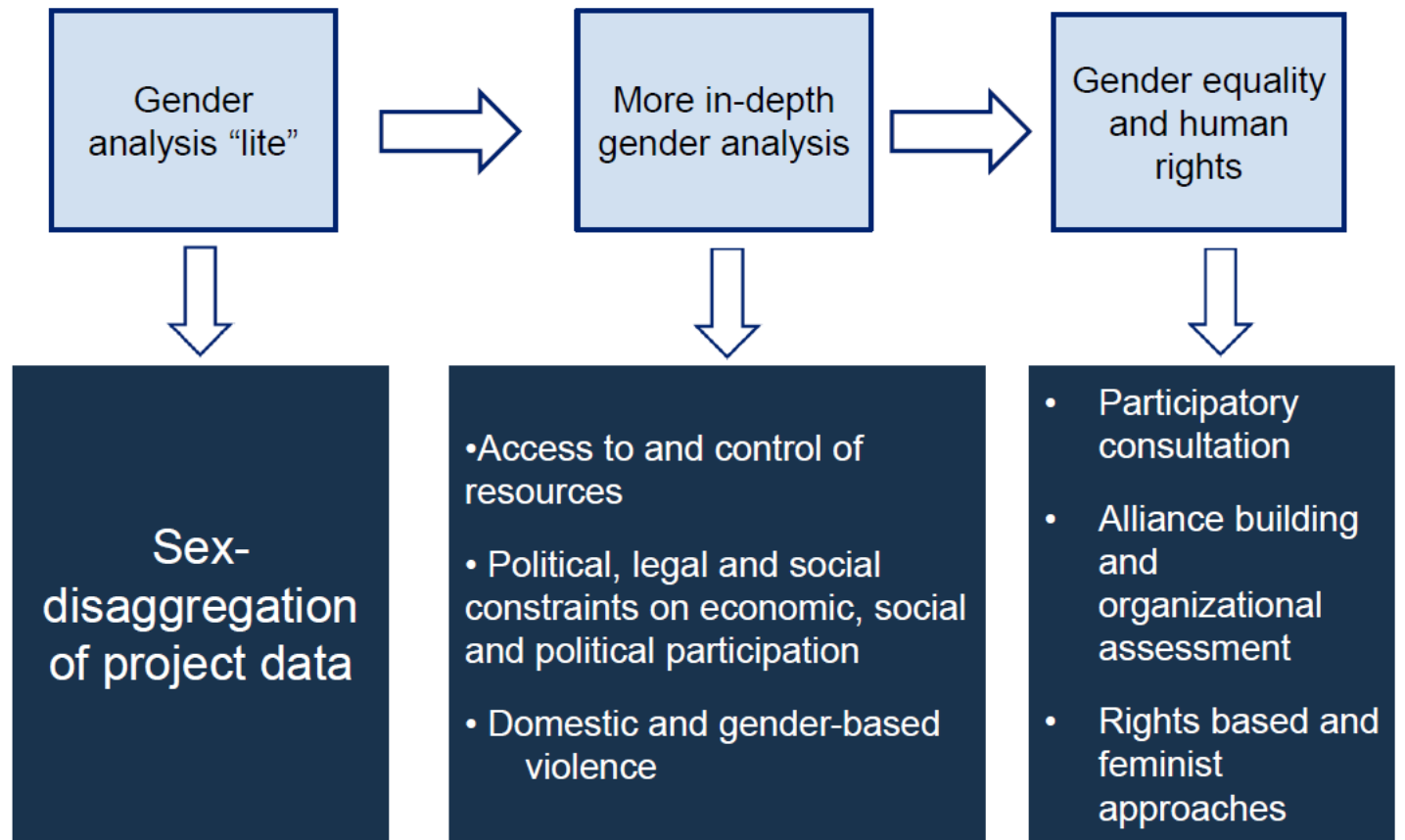
3

Asking clear questions to uncover intended and unintended positive and negative changes for women, men, transgender people, and other groups.



# 1. From “lite” gender analysis to “in-depth” gender analysis

## Continuum from gender-analysis “lite” to gender equality and human rights



<b>Gender Domains of Analysis</b>	<b>Key Issue</b>
<b>Access to assets</b>	Who has access to which particular assets? What constraints do they face?
<b>Knowledge, beliefs, and perceptions</b>	Who knows what? What beliefs and perceptions shape gender identities and norms?
<b>Practices and participation</b>	Who does what? What are the gender roles and responsibilities that dictate the activities in which men and women participate? How do men and women engage in development activities?
<b>Time and space</b>	How do men and women spend their time, as well as where and when?
<b>Legal rights and status</b>	How are men and women regarded and treated by customary and formal legal codes?
<b>Balance of power and decision making</b>	Who has control over the power to make decisions about one's body, household, community, municipality, and state? Are such decisions made freely?

## 2. Identify key stakeholders and their roles

- Who are you getting information from?  
Who are you not meeting?
- What is their role in the intervention?
- How much of a priority is their participation?
- At what stage should they be involved?
- Do you have creative ways to get information from, and about, non-beneficiaries and groups, who may be better or worse off as a result of the program?

### 3. Develop gender-related evaluation questions

- Has the removal of gender-based constraints contributed to improved health outcomes?
- Have stigma and discrimination against people who do not follow traditional gender norms and behaviors been reduced?
- Were gender-integrated program components implemented as planned?
- What positive or negative unintended effects on gender equality were identified during implementation, if any? How were they addressed?
- What are the key gender relations related to each gender domain (chart above) that affect male and female participation in the project?

**4. Select an appropriate  
study design**

## 5. Gender-sensitive data collection

Gender-blind data collection tool, protocols, and research methods may unintentionally narrow the diversity of perspectives and experiences captured from key stakeholders, especially those who are low in social power.

- Disproportionate participation of males vs. females
- Conditions under which women (or men) feel empowered to speak freely.
- Gender roles and constraints

## 6. Gender expertise on the evaluation team

### Wholly-focused Gender Evaluations

- Gender expert with experience in gender analysis and designing or leading engendered evaluations.

### Evaluation Team:

- An awareness of gender norms,
- how gender interacts with other identity elements, and
- which sub-groups of women may be at risk for exclusion from the project or evaluation
- members of both sexes

<https://vimeo.com/219126971>





# Thank You

[www.khulisa.com](http://www.khulisa.com)

