Gender Mainstreaming in Evaluation

Angela Wroblewski

Vienna Evaluation Network

January 23, 2019

Agenda

- **Gender Mainstreaming and Evaluation**
    - Evaluation of Gender Mainstreaming
    - Mainstreaming Gender in Evaluation
- **Integration of gender dimension in standards for Evaluation**
    - Crosscutting topic (DeGEval)
    - Specific standard (FTEVAL)
- **Gender competence**
- **Conclusion**

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Background

"Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels at all stages, by the actors involved in policy-making." (European Council 1998)

- **Strategy of GM compulsory for all member states**
- **Relevant for all stages and types of evaluation**
    - Evaluation of GM interventions
    - Integration of gender as a crosscutting issue in evaluation

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Evaluation of Gender Mainstreaming

- **Specific field of evaluation for about 20 years**

- **Typical approaches: utilization focused, participatory, responsive, democratic evaluation**

- **Reflexive approach of evaluators**

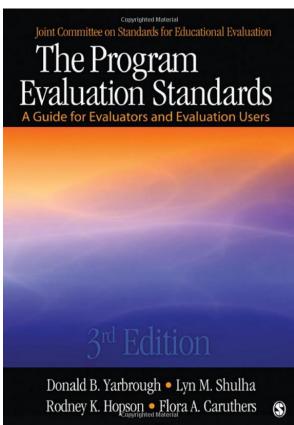- **Based on feminist theory or gender theory → feminist evaluation**

Mainstreaming Gender in Evaluation

- **Integration of gender as a crosscutting issue in evaluation**

- **Compatible with utilization focused, participatory, democratic and feminist evaluation approaches**

- **DeGEval WG GM argues that considering the gender dimension in evaluation is a criterion for "good" evaluation ➔ integration in standards**

- **Most standards contain an easy to detect gender dimension**

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Standards

Gender

- **Gender is understood as a social construct which results of performative practices (Butler 1990).**

- **Intersectional approach – interlinked with other structural categories (e.g. age, socio-economic status, race/ethnical background, disability, sexual orientation).**

Utility Standards

- **U2 Attention to stakeholders: Evaluation should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation**

- **U3 Negotiated purposes: Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.**

- **U4 Explicit Values: Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgements.**

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Feasibility Standards

- **F3 Contextual Viability: Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups.**

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Propriety Standards

- **P1 Responsive and Inclusive Orientation: Evaluations should be responsive to stakeholders and their communities.**

- **P4 Clarity and Fairness: Evaluations should be understandable and fair in addressing stakeholders needs and purposes.**

- **P5 Transparency and Disclosure: Evaluations should provide complete descriptions of findings, limitations.**

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Accuracy Standards

- **A2 Valid Information: Evaluation information should serve the intended purposes and support valid interpretations.**

- **A3 Reliable Information: Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.**

- **A4 Explicit Program and Context Descriptions: Evaluations should document programs and their context with appropriate detail and scope for the evaluation purposes.**

FTEVAL Standard No. 9

- **Requires considering the gender dimension of the evaluand in all steps and by all actors involved.**

- **Formulation of gender specific evaluation questions.**

- **Gender sensitive data collection and interpretation.**

- **Gender sensitive context analysis.**

- **Gender sensitive recommendations.**

- **Explicit justification if an evaluand does not contain a gender dimension.**

- **Use of gender sensitive language in all documents.**

- **Gender competence as part of evaluation competence.**

Gendercompetence ≠ Genderexpertise

- **Gendercompetence as a general competence**

- **Knowledge**
  - Gender as a social construct and its relevance regarding one's main tasks
  - Relevant gender equality goals and policies
  - Gender sensitive language

- **Willingness**
  - Willingness to deal with gender/gender equality issues in everyday tasks
  - Willingness to deal with resistance
  - Willingness to reflect on practices

Gendercompetence II

- **Reflexivity**
  - Regarding gender stereotypes, gender roles etc.
  - Regarding own perceptions and socialisation
  - To realise gender relevance / gender bias
  - To realise gender relevant power structures
  - To realise the gender dimension in methods generally used
  - To realise when addional gender expertise is necessary
- **Doing/Agency**
  - To deal with gender dimension in everyday practices

Genderexpertise

- **Gender theories**
- **Gender Mainstreaming as a political strategy**
- **Processes how gender is constructed**
- **Knowledge about the state of art of gender studies in the evaluation field**
- **Strategies/methods to support the integration of gender dimension in processes and research**
- **Initiation, moderation and documentation of reflexive processes**

Conclusion

- **Integration of gender dimension in evaluation is not an add on but a criterion for good evaluation**

- **Requires specific competences of evaluators and commissioners of evaluation**

- **Precondition for reliable and valid results**

- **Avoid (non)intended reproduction of stereotypes**

- **Allows evaluators to use the potential of evaluation to support the potential contribution of programmes to a reduction of gender disparities**

Thank you for your attention!

References:

AK GM [WG GM] (2015), Genderkompetenz von EvaluatorInnen. Positionspapier des AK Gender Mainstreaming der DeGEval [https://www.degeval.org/fileadmin/users/Arbeitskreise/AK_Gender/Positionspapier_Genderkompetenz_von_EvaluatorInnen_final.pdf]
Wroblewski, Angela (2018, forthcoming), Gender und die DeGEval Standards, in: DeGEval (eds.), Standards der Evaluation in unterschiedlichen Handlungsfeldern. Einheitliche Qualitätsansprüche trotz heterogener Praxis?, VS Springer.