

# EVALUATION FROM A GENDER AND INTERSECTIONAL PERSPECTIVE

---

Julia Espinosa-Fajardo (University of Seville, Spain) &  
María Bustelo (Complutense University of Madrid, Spain)

IDEAS Conference  
28th September, 2022



## **‘GENDER, INTERSECCIONALITY AND EVALUATION’: AN EMERGING FIELD**

Since late 90s and as a result of Beijing Conference, **gender equality** started to be incorporated as an issue in the whole policy cycle, including **evaluation**.

In the last decade, **equity** has also become a central topic in evaluation and, under the umbrella of the **2030 Agenda**, **gender equality and equity have become two key issues**.

In parallel, trying to promote policy quality and social change, **different theoretical and methodological proposals** have been developed in order to incorporate gender and intersectional perspectives in evaluation.

## IT IS IMPORTANT TO DISTINGUISH BETWEEN

**Evaluation of gender or intersectional policies/interventions** which aim at reaching equity & equality through gender and intersectionality components.

**Evaluation from a gender and intersectional perspective** of any policy/intervention.



## RESEARCH QUESTION:

How to **introduce a gender and intersectional perspective in evaluation** (in order to promote social justice and change)?

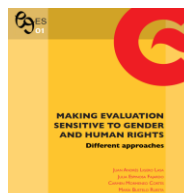
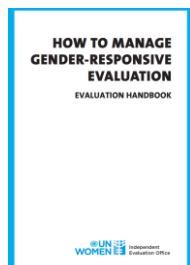
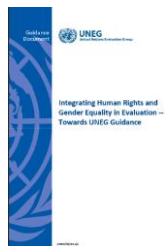
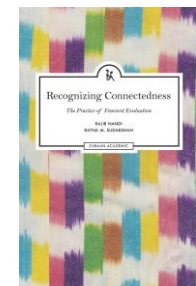
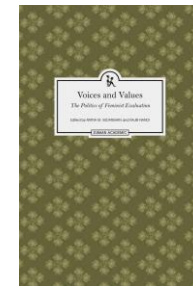
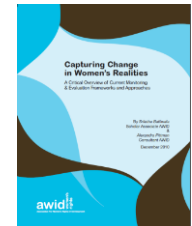
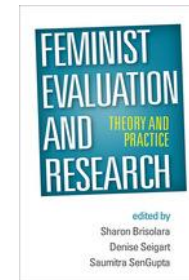
## METHODOLOGY:

- **Bibliographical review** (gender and intersectionality, public policies and evaluation studies)
- Analysis of **existing evaluation methodologies**.
- **Identification of practices** that include a gender and intersectional approach.

# 'GENDER AND EVALUATION' LITERATURE

**Feminist evaluation** (Sudashan and Nandi 2018, Espinosa and Tamargo 2015, Brisolara et al. 2014, Podems 2014 and 2010, Batliwala and Pittman 2010, Seigart and Brisolara 2002).

- Political commitment: Evaluators as activists.
- Built upon feminist research methodologies and practical experience.
- Outcomes differentiated by gender, class, ethnic groups and other relevant axes of difference.



**Gender responsive / gender sensitive evaluation** (UN Women 2020, 2015 and 2011, Ligerio et al. 2014, UNEG 2011).

- A systematic and impartial assessment that provides credible and reliable evidence-based information about the extent to which an intervention has resulted in progress (or the lack thereof) towards intended and/or unintended results regarding gender equality and women's empowerment.

# 'INTERSECTIONALITY AND EVALUATION' LITERATURE

Emerging literature on Human Rights, inclusion, equity and evaluation. **Scarce literature on intersectionality and evaluation and mainly connected to gender and social justice approaches** (Stephens et al. 2018, UN Women 2015).



ENFOQUE DE IGUALDAD DE GÉNERO Y DERECHOS HUMANOS EN LA EVALUACIÓN  
Estrategias de la práctica en América Latina y el Caribe  
Amanda Álvarez  
Eduardo Escobar  
Temas de Hoy, Mayo de 2015

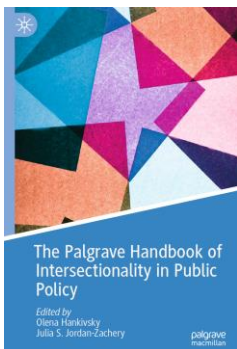
Article  
The Other Side of Inequality: Using Standpoint Theories to Examine the Privilege of the Evaluation Profession and Individual Evaluators  
Joel N. Hall

Towards an Inclusive Systemic Evaluation for the SDGs: Gender equality, Environments and Marginalized voices (GEMs)  
Aime Stephens  
Elin O. Lovén  
Strategic Ready



Evaluation should take into account the **multiple and interlocking inequities and how they are organized and resisted in the process, content, and outcomes of policy** (Hankivsky and Jordan-Zachery 2019, Collins 2017).

Methods for integrating **intersectionality into 'evaluation are in their very early stages of development'** (Hankivsky and Cormier 2011: 217).



The Palgrave Handbook of Intersectionality in Public Policy

Edited by  
Olivia Hankivsky  
Julia S. Jordan-Zachery

palgrave  
macmillan

# EVALUATION FROM A GENDER&INTERSECTIONAL PERSPECTIVE -POLITICAL IMPLICATIONS-

Questioning that any policy is **not neutral** to gender and interlocking inequalities as well as the preponderance of **white male dominated norms** which operate in mainstream public policy.

Understanding **evaluation not only a technical process,**

But also a **social and political one...** transformative and decolonizing evaluation approaches (Bustelo 2017, Espinosa and Tamargo 2015, Brisolará et al. 2014, Ligeró et al. 2014, Batliwala and Pittman 2010, Podems 2010, Seigart and Brisolará 2002).

Generating evidence for **learning, improvement and enlightenment...**

And also strengthening **people empowerment, advocacy and accelerating positive changes and social justice** (Brisolará et al. 2014, Espinosa 2013a, Batliwala and Pittman 2010, Seigart and Brisolará 2002, Humphries 1999).

Acknowledging the value of **negotiation, participation and inclusion** the different voices.



**Making visible what is apparently invisible:** Evaluation creates reality and should reflect the **multiples ways of knowing** (some of them more privileged than others) (Brisolara et al., 2014; Hay, 2012; Seigart and Brisolara, 2002).

Let **feminist and gender theory** to inform evaluation (Bustelo, 2017).

Do **gender and intersectional analysis and disaggregate data** (UN Women, 2020; Bustelo, 2017).

**Achieve knowledge from marginalized groups** to make privilege more visible and enhance the objectivity of inquiry (Hall, 2020).

**Being open to the invisible, the non-expected, non-defined issues:**

Gender change is **a non-linear process.**

Gender inequalities are **structural and systemic** and **intersects with other**

**inequalities** (Bustelo, 2015; Espinosa and Tamargo, 2015; Brisolara et al., 2014; Ligeró et al., 2014; Batliwala and Pittman, 2010; Podems, 2010; Seigart and Brisolara, 2002).





# EVALUATION FROM A GENDER&INTERSECTIONAL PERSPECTIVE -METHODODOLOGICAL IMPLICATIONS-

Considering **complexity of gender and intersectional dynamics in each context.**

**Different starting points** in relation to gender equality and equity (Stephens et al. 2018, Sudashan and Nandi 2018).

**Diverse understandings of the problem of gender and multiple inequalities and ways of promoting structural change** (Bustelo 2017, Espinosa and Tamargo 2015, Brisolara et al. 2014, Podems 2010, Center for Women's Global Leadership 2006, Seigart and Brisolara 2002).



**Giving voice to women and disadvantaged groups** in the whole evaluation process.

Including and analysing of **voices/experiences/lived realities** ( (Hankivsky and Jordan-Zachery 2019, Bustelo 2017, Espinosa and Tamargo 2015, Brisolara et al. 2014, Ligerio et al. 2014, UNEG 2011, UN Women 2011, Batliwala and Pittman 2010, Podems 2010, Seigart and Brisolara 2002).

Acknowledging there is **not a pre-defined and unique model** for evaluating structural change (Espinosa and Bustelo 2019, Ligeró et al. 2014, Hay 2012). There is not a “check list”.

**Pre-defined criteria** -with no stakeholders’ participation- can contribute to **technocratization and depolitization.**

**Criteria are open to contestation.**

It is **not** possible nor convenient to set **universal criteria** for evaluating policies. It is necessary to:

**Contextualize** and adapt to concrete policies and stakeholders.

Involve **women and disadvantaged groups** in the definition of criteria (Espinosa-Fajardo and Bustelo 2019, Stephens et al. 2018, Sudashan and Nandi 2018).



**Defining specific questions, indicators and disaggregating data** (Hankivsky and Jordan-Zachery 2019, Espinosa-Fajardo and Bustelo 2019, Sudashan and Nandi 2018, Canadian Research Institute for the Advancement of Women 2006).

**Combining methods, using gender analysis tools, defining techniques with stakeholders and paying attention to each context.**

**Field visits to uncover the intersectionalities and to capture change** (Sudashan and Nandi 2018, Bustelo 2017).

**Going beyond description of differentiated outcomes and...**

Analysing **intersections of gender inequalities** with other kinds of inequalities (Stephens et al. 2018, Sudashan and Nandi 2018).

Articulating **ways to capture changes** in gender inequalities and problems faced by different intersecting identities (Center for Women's Global Leadership 2006).

Analysing **processes, resistances, non expected results and unnoticed changes.**



**THANK YOU VERY MUCH  
FOR YOUR ATTENTION!**

**Julia Espinosa-Fajardo – jespinoso3@us.es**

**María Bustelo – mbustelo@ucm.es**

