EVALUATION FROM A GENDER AND INTERSECTIONAL PERSPECTIVE

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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.
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


- 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.


- 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.
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).

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).
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,


Generating evidence for learning, improvement and enlightenment...


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; Ligero et al., 2014; Batliwala and Pittman, 2010; Podems, 2010; Seigart and Brisolara, 2002).
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-METHODOLOGICAL 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).


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

Acknowledging there is not a pre-defined and unique model for evaluating structural change (Espinosa and Bustelo 2019, Ligero 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 captures 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!

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