PLANNING AND MANAGING FEMINIST EVALUATIONS
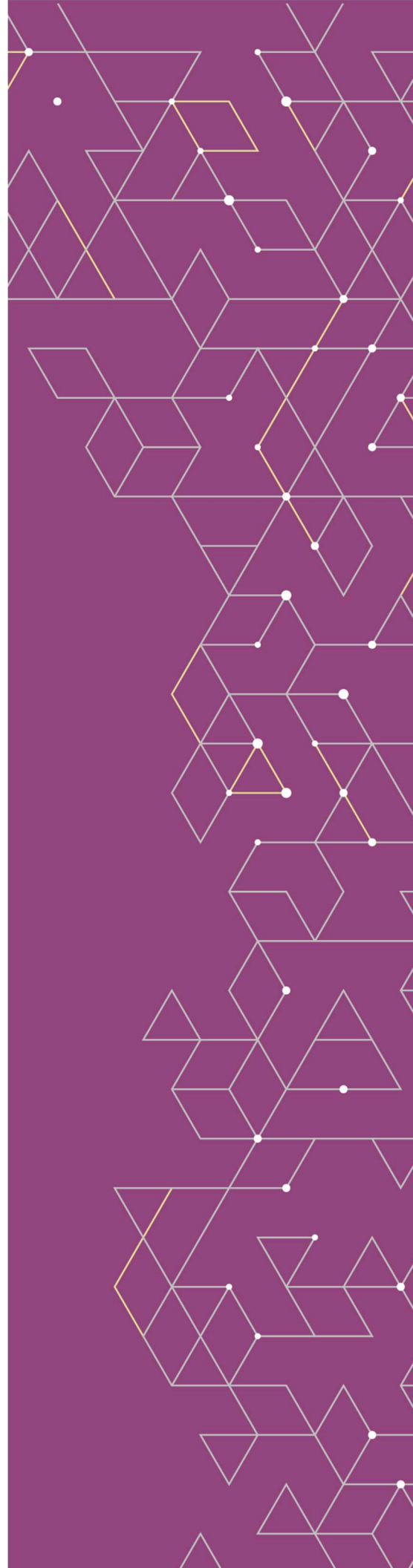
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This publication explains how to commission and manage evaluations using feminist evaluation principles.

Aussi disponible en français sous le titre : Planification et gestion des évaluations féministes

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1.0 ABOUT THIS GUIDE

This document was developed by the Data and Evaluation Bureau at Global Affairs Canada (GAC) to provide information and guidance on feminist evaluations to GAC staff responsible for commissioning international assistance project evaluations. It is not intended to provide methodological guidance for evaluators wishing to undertake evaluations with a feminist lens. However, other organizations may find this document useful as a practical guide to commissioning feminist evaluations.

Note that GAC employees should contact the Data and Evaluation Bureau for an internal version of this document.

This guide provides an approach and process for commissioning and managing feminist evaluations. It does not specify a precise framework or prescriptive approach to follow. Feminist evaluation approaches can be applied to, and benefit, all projects, regardless of the sector or action area. The approach outlined in the guide should be adapted based on the specific needs of the partners and stakeholders, on the project context, and on the availability of resources.

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This guide will continue to be adapted and strengthened as we learn more about feminist evaluation and how to apply it in various contexts. We welcome all comments. Please send any feedback to evaluation@international.gc.ca

Incorporating feminist principles into evaluation can:

♦ strengthen learning for project and program improvement, knowledge sharing and use of evaluation findings in support of achieving gender equality and poverty reduction

♦ support the participation of a broad and diverse group of structurally excluded people in generating knowledge

♦ increase the relevance and use of evaluations by partners and stakeholders, such as women's rights organizations, women-led organizations and movements that advance women's rights, and other civil society organizations (CSOs) and development partners

♦ foster transformative change throughout the evaluation process

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2.0 WHAT IS FEMINIST EVALUATION AT GLOBAL AFFAIRS CANADA?

Canada's over-arching feminist foreign policy, including its Feminist International Assistance Policy, adopts a feminist approach to international engagement across all sectors and processes. Together with the Government of Canada's commitment to Gender-Based Analysis Plus (GBA Plus),[1] the policy creates an imperative to ensure that monitoring, evaluation and learning systems measure and sustain transformative change in support of gender equality and inclusion. It commits the department to step up its evidence-based decision-making by investing in policy research, better data collection and evaluation in these areas.

GAC has been exploring how to apply feminist principles to evaluative work. We have taken an incremental and pragmatic approach, building on efforts in programming branches and recent corporate evaluation work.

Feminist evaluation emphasizes participatory, empowering and inclusive approaches that actively support social justice agendas and aim to shift unequal power dynamics.[2] Rather than a framework or precise approach, feminist evaluation is often defined as a way of thinking about evaluation[3] and is described as "fluid, dynamic and evolving."[4] Feminist evaluation focuses on gender inequalities that lead to social injustice as they intersect with other causes of discrimination. A feminist evaluation aims to challenge and change inequalities at every step of the evaluation. It encourages the evaluation process to be transformative and recognizes that evaluation itself can be a tool for positive change and for rebalancing the distribution of power.

How 'feminist' does my project need to be to use feminist evaluation?

- ♦ A feminist approach is just as relevant to programs in which **gender equality** is the principal objective as those in which it is not.

- ♦ Partners may range from those who **self-identify as feminist** to those who may be less comfortable with the term and **less aware of feminist values and practices.**

- ♦ Conversations should reflect these differences and take them into account.

- ♦ A feminist evaluation does **not need to be labelled** as feminist. Feminist evaluation values the process as much as the findings, and the label is not what is going to help shape the evaluation.

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[1] GBA Plus is an analytical process that provides a rigorous method for the assessment of systemic inequalities, as well as a means to assess how diverse groups of women, men and gender-diverse people may experience policies, programs and initiatives.

[2] Patton, M. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks, CA: Sage Publications.

[3] Podems, D. and Negroustoueva, S. (n.d.). *Feminist Evaluation.* Global Evaluation Initiative.

[4] Seigart, D. and Brisolara, S. (2023) Editors' notes. *New Directions for Evaluation*, Vol. 2002, issue 96, 1-2.

2.1 Key principles of the feminist evaluation Approach[5]

Focus on gender equality

♦ Feminist evaluation makes gender equality and the empowerment of women, girls and other gender-diverse people central in all stages of the evaluation. It examines how **discrimination based on gender is systemic and structural and leads to social injustice**.

♦ Gender equality is a core factor in shaping the evaluation questions, methodology, findings, conclusions and recommendations. Feminist evaluation assesses results as they relate to gender equality objectives and identifies lessons learned.

Foster an inclusive and intersectional approach

♦ Feminist evaluation examines the ways that **different forms of discrimination intersect to create power inequalities and marginalization**.[6] Discrimination can be based on gender, race, age, culture, sexual orientation, disability and many other factors. Feminist evaluation asks why a group (e.g. women, gender-diverse people, the elderly, people with disabilities, marginalized individuals) is treated differently or benefits differently from a policy, a program or a project and what can be done about it.

♦ Feminist evaluation uses processes that enable a diversity of stakeholders, including marginalized and hard-to-reach groups, to meaningfully participate and shape the evaluation. It provides a platform for voices that are often unheard and ensures that knowledge generation is inclusive.

A focus on gender equality is foundational to feminist approaches to evaluation.

You **do not need to include all the other principles** in this guide for an evaluation to be considered feminist. You should aim to use as many of these elements as possible or relevant to the needs and context of the evaluation.

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[5] These points are adapted from Donna Podems, Making Feminist Evaluation Practical, 2018 https://idev.afdb.org/sites/default/files/Evaluations/2020-03/Making%20Feminist%20Evaluation%20practical.pdf

[6] The Government of Canada has developed a set of tools and resources on Gender-based Analysis Plus to guide the assessment of systemic inequalities, using an intersectional lens. For further information, see Gender-based Analysis Plus (GBA Plus).

Support transformative change

- ♦ Transformative approaches go beyond describing differences and disaggregating data, aiming instead for more structural changes to power systems and gender relations based on an understanding of the **root causes of inequality**.

- ♦ An effective feminist evaluation helps enhance our understanding of how to achieve transformative change. It recognizes that social change, especially as related to gender dynamics, is non-linear. It **allows for flexibility and complexity** and can identify unintended and negative consequences, highlight missed opportunities and provide recommendations for change.

Shift power and promote ownership

- ♦ Knowledge generated through evaluation is a powerful resource that is first owned and used by participating stakeholders and partners in support of their own social change agendas. Feminist evaluation uses **participatory and empowering methods to shift power**, involving participants as full partners in the creation and use of knowledge, while **ensuring that safeguarding and privacy protocols** are respected.

- ♦ Learning objectives and evaluation methods are decided on jointly with the partners and stakeholders and are embedded in their local contexts. It is important to contextualize evaluation, recognizing that cultural, social and temporal factors are at play. Feminist evaluation encourages partner-led or joint evaluations and the **meaningful involvement of local expertise** to the greatest extent possible.

Acknowledge position and privilege

- ♦ Feminist evaluation acknowledges and takes into account that both evaluators and stakeholders have personal experiences, perspectives and characteristics that come from and lead to a particular stance, worldview or bias.

- ♦ Instead of emphasizing neutrality or independence, feminist evaluation encourages transparency, reflection and engagement with these potential biases. It **adopts a reflective approach** that encourages regular consideration of positionality, privilege and the assumptions/values that individuals bring to the evaluation process. It respects multiple ways of knowing[7] and recognizes that some ways are privileged over others.[8]

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[7] For more information, see Sharon A. Bong (2016), Women's Ways of Knowing. *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies*, April 2016, Pages 1-3.

[8] For more information, see Elissa Sloan Perry and Aja Couchois Duncan, Multiple Ways of Knowing: Expanding How We Know. *Nonprofit Quarterly*, April 27, 2017.

Take an activist stance

♦ Feminist evaluation encourages the use of the evaluation process and evaluation findings to positively influence the rights of women, girls and other traditionally excluded groups. One of the key factors that distinguishes feminist evaluation from other evaluation approaches is its activist stance. Evaluators **act on opportunities to create, advocate for and support change.**

♦ Feminist evaluations aim to go beyond acknowledging inequality to addressing inequality throughout the evaluation process and in the messages of the final report. Feminist evaluation does more than make recommendations—it makes the evaluator or those initiating the evaluation responsible for actively promoting change.

At the beginning of the evaluation process, program/evaluation managers and key stakeholders should consider which key principles of feminist evaluation will guide the evaluation process and how, given the specific context, purpose, objectives, resources and challenges. In addition, they should ensure that there is time expressly dedicated throughout the evaluation process to check in and reflect on how a feminist approach is guiding their work, what is working and what is not.

Please also consult **Annex I** for an Overview of feminist evaluation and good practices.

Photo: Riccardo Meyer/Shutterstock

3.0 QUESTIONS TO ASK WHEN CONSIDERING A FEMINIST APPROACH TO EVALUATION

Below is a list of questions that can guide the program/evaluation manager's thinking when considering a feminist approach to evaluation.

Questions for reflection[9]

♦ Does the evaluation context warrant or potentially benefit from at least one of the feminist evaluation principles?

♦ Is there an element in the intervention or the evaluation process aimed at challenging or shifting power relations and/or issues of inequality?

♦ How would the evaluation process be enhanced by using one or more of the feminist evaluation principles?

♦ How would decisions around data collection benefit from a feminist evaluation approach?

♦ How would an analysis with one (if not more) of these feminist evaluation principles make recommendations more insightful and usable?

♦ How would a feminist evaluation approach influence the communication of findings to enhance use?

Content adapted from the "Feminist Evaluation: Not your standard gender-responsive approach!" training delivered by Donna Podems

4.0 PLANNING AND DESIGNING A FEMINIST EVALUATION

4.1 When to start planning for an evaluation

Guiding questions

♦ What human and financial resources are available to conduct an evaluation?

♦ When are the evaluation findings needed? What important opportunities, decisions or events should the evaluation inform?

Ideally, initial planning for an evaluation will start at the **project design stage** with the implementing partner(s) and other local stakeholders, as appropriate. This will allow sufficient time for joint planning with partners to agree on evaluation needs and timing. All planned evaluations should align with partners' monitoring and evaluation plans. Early discussions and planning will also help to ensure that evaluation findings are relevant and timely. They can also lead to a timely decision on who will commission the evaluation (i.e. the donor or the implementing partner[s]), or if it will be managed jointly. Funds should be set aside at the project approval stage for any evaluations.

4.2 Identify who should be involved and how

Guiding questions

♦ Who should be involved in the evaluation planning to maximize the use of evaluation findings and learning?

♦ Who are the evaluation's primary users?

♦ What kind of information will the evaluation generate to improve or inform programming, learning and capacity building?

♦ Will the learning needs of local organizations and marginalized groups be prioritized and addressed? Will the evaluation be done in culturally responsive and representative ways?

Practical tips

Engage stakeholders early in the evaluation planning process. Discussing early evaluation ideas or questions with them will provide valuable suggestions and guidance.

Identify the human and financial resources available to conduct the evaluation.

Decide on the number and type of evaluations needed – e.g. formative to adjust the project design, developmental to help inform innovative, evolving programming in a complex context or summative to assess the project's achievements.

4.3 Engage key partners and stakeholders

There is sometimes a concern that stakeholder involvement can affect the neutrality or independence of an evaluation. A feminist approach recognizes that all people have personal experiences, perspectives and characteristics that result in some form of bias, and that these shape the evaluation. As a first step, it is important to identify and consult with the intended users of the evaluation to determine their needs, how and when the evaluation will be used.

An Evaluation Use and Influence Plan (see Annex II) can be developed to guide the discussions and consultations about how the evaluation will be used, and how learning opportunities can be built into the evaluation process itself. The plan helps identify:

- the main end users of the evaluation

- what they would like to learn from the evaluation and how they expect to use the evaluation results

- tailored strategies to engage users and share evaluation information and results with them

- support they might need to meaningfully engage in the evaluation process

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A participatory approach seeks to engage stakeholders as active participants in (rather than subjects of) an evaluation. There are numerous ways in which participants can be involved in an evaluation, from formulating evaluation questions, to designing data collection tools and strategies, to collecting data and interpreting its meaning, to overseeing the work of technical experts.

The Evaluation Use and Influence Plan should be discussed, and revised if needed, regularly throughout the evaluation, as dynamics may shift, new needs may emerge or engagement strategies may need to be modified. In some instances, additional users may also be identified at later stages of the evaluation.

In a feminist evaluation, a participatory approach[10] is used with partners and stakeholders, who are the primary users of the evaluation and also the most prominent participants. Evaluation participants may need additional resources and/or capacity to participate meaningfully in the evaluation. Ideally, these will be identified early in the process, and planned and budgeted for as much as possible. It is recommended that the capacity of each group to participate in their desired way is assessed when the Evaluation Use and Influence Plan is being developed. If additional resources, coaching or guidance are needed, these can be included in the evaluation timeline and/or terms of reference.

Early engagement and ongoing communication are key
Once the primary users of the evaluation have been identified, they should meet to share their priorities, needs and concerns about the evaluation. The session should establish a common understanding of the planned evaluation process. Additional sessions may need to be organized to build a deeper understanding of feminist evaluation approaches and/or data collection and analysis. These can be facilitated by the evaluator, the implementing partner(s) or by an external facilitator.

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[10] For more information on designing and conducting participatory evaluation, see Sette, C. (n.d.), Participatory evaluation. BetterEvaluation.

4.4 Set up evaluation governance structure

Guiding questions

♦ How can the evaluation governance structure be set up to ensure shared horizontal decision-making that supports feminist evaluation?

♦ Who is going to be involved in decision-making about core components of the evaluation? What roles are they going to play?

♦ How will decision-making about the evaluation be shared with implementing partner(s), stakeholders and other impacted groups?

♦ If there are competing purposes/learning needs, who has the power to decide on the primary evaluation purpose and questions? What are the potential consequences for different groups participating in the evaluation?

Practical tips

Discuss with colleagues and partners the benefits and specific requirements of feminist evaluation.

Check if there are other donors, partners or stakeholders planning similar evaluation activities so efforts can be coordinated to align the evaluation timing and reduce burden on all stakeholders.

Ensure that all involved groups are clear on their role in the evaluation process to ensure a common understanding.

Develop tailored communication products to introduce the evaluation to the diversity of audiences involved.

Inclusive and diverse stakeholder involvement in the planning, design, implementation and follow-up of evaluations is critical to ensuring the ownership, relevance, credibility and use of the evaluation. Processes should be in place to ensure the participation of individuals or parties who may be affected by the evaluation, who can influence the implementation of recommendations or who would be affected in the long term.

In particular, feminist evaluation recognizes that there is an inherent In particular, feminist evaluation recognizes that there is an inherent power imbalance between those who commission and conduct evaluations and those who are asked to provide information. Intentionally shaping the evaluation so that power and decision-making is distributed and that local users and stakeholders, who usually do not have power in evaluation processes, can influence the nature and course of the evaluation can facilitate a supportive context for feminist evaluation practices.[11]

While there is no uniform approach to establishing an evaluation governance structure, the chosen model should enhance the distribution of knowledge and information, ensuring multi-directional flows of information. A common way to support more horizontal decision-making and leadership in evaluation is to establish an **evaluation steering committee.** The role of the committee is to facilitate the engagement of key stakeholders to ensure that their perspectives are adequately represented throughout the evaluation from beginning to end. It serves as the link between program managers, implementing partners, other stakeholders, and the evaluation team. The participation of different stakeholder groups ensures a broad ownership of the results and follow-up on the recommendations stemming from the evaluation.

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[11] Wyatt, A. et al. (2021). _Feminist Approaches to Monitoring, Evaluation and Learning. Overview of Current Practices_. Equality Fund, Genesis Analytics, June 2021.

The committee's responsibilities include:

- ♦ reviewing and providing timely feedback on the terms of reference
- ♦ providing advice and input to help the evaluator prioritize issues and collect the necessary data to support the gathering of evidence
- ♦ assisting the evaluator in identifying diverse stakeholder groups that should be included in the evaluation and facilitating access to these stakeholders
- ♦ reviewing and providing feedback on draft documents and evaluation deliverables, such as terms of reference, work plan and draft(s) of the evaluation report
- ♦ contributing to the development of the evaluation management response

Membership of the evaluation steering committee

Members of the evaluation steering committee may include:

- ♦ program/evaluation managers and/or other program representatives
- ♦ implementing partner(s) and sub-contracted local implementing organizations
- ♦ representatives of project participants/target groups
- ♦ other key stakeholders (e.g. policy-makers, service providers in target communities)
- ♦ other partner organizations (e.g. a professional membership organization delivering technical skills training)
- ♦ evaluation unit
- ♦ local gender and evaluation experts
- ♦ other donors

The specific role of governing bodies may differ across evaluations and larger evaluations may also have **additional reference, learning or working groups** focused on specific issues or themes (some could also include learning networks or hubs). These groups can be formalized with terms of reference specifying their roles and expected engagement or can be more informal. In most cases, the program/evaluation manager will coordinate and convene these groups.

Regardless of the structure and its degree of formality, the mechanism needs to allow local partners and stakeholders and other key evaluation users to participate meaningfully, freely and without repercussions. That may mean adjusting the format in which information is shared, the frequency, deadlines for submission of comments etc. Participants should be free to communicate with all other members of the groups horizontally and vertically. There should be clarity on how the input provided is going to be tracked and used, and a feedback mechanism should be established to ensure that participants understand how their input has influenced the evaluation.

5.0 ETHICAL CONSIDERATIONS IN EVALUATION

Guiding questions

- How will the protection of the confidentiality, dignity, rights and welfare of human subjects, including children, be put in place for those who participate in the evaluation? How will respect for the values of beneficiary communities be incorporated into the evaluation design?

- What mechanisms and measures will be implemented to ensure that the evaluation process conforms to relevant ethical standards including but not limited to informed consent of participants, privacy, confidentiality and safety considerations?

- Has the evaluation team considered a flexible methodological approach that takes into account the constraints and challenges of participants in varying contexts? Has consideration been given to the potential risks of the identified methods and how to mitigate them?

- How will participants' time be honoured and respected and how will their effort be balanced with perceived benefits from the evaluation process?

- Who is going to own / have access to the knowledge generated through the evaluation?

- Who is going to lead or participate in analyzing evaluation data?

- Is the evaluation team aware of privacy protocols to protect data privacy?

All those engaged in commissioning, designing, conducting and managing evaluations should conform to agreed ethical standards. Ethical principles for evaluation include:

- **Intentionality**: considering the utility and necessity of an evaluation at the outset

- **Conflict of interest**: avoiding conflicts of interest in all aspects of their work, thereby upholding the principles of independence, impartiality, credibility, honesty, integrity and accountability

- **Interactions with participants**: engaging appropriately and respectfully with participants in evaluation processes, upholding the principles of confidentiality and anonymity and their limitations, dignity and diversity, human rights and gender equality; following privacy protocols to protect the privacy of individuals with respect to their personal information; and the avoidance of harm

- **Evaluation processes and products**: ensuring accuracy, completeness and reliability; inclusion and non-discrimination; transparency; and fair and balanced reporting that acknowledges different perspectives

- **Discovery of wrongdoing**: reporting the discovery of any apparent misconduct to the appropriate body

Contracted evaluators and donors who fund evaluations have a responsibility to those who will be affected by the evaluation. They need to consider how the evaluation will address the following areas, some of which will be the responsibility of the program/evaluation managers and others of which may need to be clearly articulated in the terms of reference for the evaluation team to address.

5.1 Mitigate power dynamics and avoid causing harm

Individuals that are planning, conducting and managing evaluations should:

- ♦ assess the types of potential harm and risks in the evaluation, particularly for less powerful stakeholder groups, and document safeguarding considerations

- ♦ ensure that contracted evaluators have the necessary knowledge of principles regarding the prevention of and response to sexual exploitation and abuse and experience in safeguarding and adhering to the highest ethical standards, including securing informed consent from participants

- ♦ take all the necessary steps to ensure the safety of vulnerable populations and adhere to ethical data collection standards

- ♦ ensure, to the greatest extent possible, that those collecting data are representative of the population being asked to provide information

There are many types of harm to anticipate and consider in evaluations. Examples include discomfort, embarrassment, intrusion, devaluation of worth, unmet expectations, stigmatization, physical injury, distress and trauma. Political and social factors may also jeopardize the safety of participants before, during or after an evaluation. Program/evaluation managers should discuss these issues and potential mitigation strategies beforehand with the implementing partner(s).

5.2 Respect stakeholders' time

A participatory process can lead to an exploitative engagement of participants if it is not managed mindfully to mitigate power dynamics. Consideration needs to be given to participants regarding their time and the cost of their participation, as well as other matters such as transportation, childcare[12] and Internet access to enable virtual participation.

Involving participants, such as recipient organization staff, in reviewing, analyzing and making sense of data can cause harm to the organization if it takes time away from other essential activities. A feminist evaluation often requires a significant time commitment, so it is important to ensure that participants are not overburdened and that the process is of value to those participating in the evaluation.

Participatory vs. extractive
Efforts to increase the involvement of project participants in the evaluation without simultaneously considering how findings will be returned to them or how they will benefit from these efforts may result in extractive experiences. This is particularly true for the participation of women, who tend to bear a large share of household and childcare responsibilities, or other marginalized groups who take time away from other essential productive activities. If the evaluation process and purpose are not clear, project participants may also have false expectations about how their input will be used or how they and their communities may benefit (e.g. will their groups or communities receive more funding in the future if they participate or treat the evaluators in a particular way?).

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[12] Wyatt, A. et al. (2021). *Feminist Approaches to Monitoring, Evaluation and Learning. Overview of Current Practices.* Equality Fund, Genesis Analytics, June 2021.

5.3 Engage participants in data analysis and sensemaking

Collaborative knowledge creation is critical to counteracting power imbalances or misinterpretations. Certain methods such as storytelling[13] or outcome harvesting[14] may be well suited to support collaborative knowledge creation where participants are encouraged to share their stories in the way they wish and to shape the sensemaking process.[15] Sensemaking is a process in which people jointly make sense of information and develop a shared understanding. It is based on the assumption that individuals have different interests and perspectives, and often see information in different ways. When used for monitoring and evaluation purposes, sensemaking can draw on information acquired through both formal and informal processes.[16]

5.4 Clarify data ownership

Issues of data ownership need to be clarified at the beginning of the evaluation process. A feminist evaluation encourages as much of the data ownership as possible to reside with local stakeholders and communities and empowers these stakeholders to have a final say in how data is used. The storage of data is a key consideration for the safety and security of at-risk groups, such as two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and additional sexually and gender-diverse people (LGBTQI+), women human rights defenders, and Indigenous peoples.

Practical Tips

Identify and be aware of any potential risks to different groups and plan how these risks will be mitigated.

Consider the local context and constraints to determine whether participation of different groups could bring them any harm. Some examples include: openly identifying LGBTQI+ people in certain countries, empowering women without working simultaneously with men to avoid subsequent backlash, or supporting one marginalized group without engaging simultaneously with local populations who may also suffer from a situation of deprivation. In consultation with the affected groups, adjust engagement strategies to eliminate the risk.

Review the evaluation design and purpose for bias and try to reduce it to the greatest extent possible.

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[13] For more information on the technique of storytelling, see Olivier Serrat, "Storytelling." October 2008.

[14] For more information on outcome harvesting, see Ricardo Wilson-Grau (n.d.), "Traditional versus Outcome Harvesting Evaluation."

[15] Wyatt, A. et al. (2021). *Feminist Approaches to Monitoring, Evaluation and Learning. Overview of Current Practices.* Equality Fund, Genesis Analytics, June 2021.

[16] For more information on the sensemaking process, see *Sensemaking*. Intrac for Civil Society, 2017.

6.0 DEVELOP THE EVALUATION TERMS OF REFERENCE

The terms of reference (ToR) define the key parameters of the evaluation. The development of an accurate and precise ToR is critical for hiring the right evaluator, guiding the evaluation and managing a high-quality evaluation. The initial planning and consultations that take place before the launch of the evaluation will contribute to the development of the ToR.

Below are the recommended steps for program/evaluation managers to take in this stage:

1. Program managers should contact their internal evaluation unit (if applicable) and involve them early in the process. Conversely, if evaluation managers are responsible for planning the evaluation, they should work closely with their program counterparts.

2. If an evaluation steering committee is established, decide together with the committee on the purpose, objectives and scope of the evaluation (see section 6.1)

3. Develop the evaluation questions or areas of investigation jointly with the key users/evaluation committee (see section 6.2)

4. Agree on the evaluation timelines with key users/stakeholders.

6.1 Identify the purpose and objectives of the evaluation

Guiding Questions

♦ In what context is the evaluation being planned? Why is it needed at this time?

♦ Is the purpose of the evaluation well defined? Does it consider gender inequalities, intersectionality, and the achievement of gender equality outcomes?

♦ Do the evaluation objectives address systemic or structural aspects relevant to the programming?

♦ What other evidence may exist that could support learning and/or fulfill accountability requirements? This may help to reduce the scope of the evaluation.

♦ Are other donors, partners or stakeholders planning similar or parallel evaluative activities? How can the efforts be coordinated?

♦ Will the evaluation consider the unintended or unforeseen effects on the targeted population group or other population groups?

Practical Tips

Allow sufficient time for the development of the ToR to ensure that all key users/stakeholders have the opportunity to shape the evaluation.

Be open to doing things differently and experimenting with different modalities and partnerships, to enhance the learning of all identified users.

Ensure that sufficient time and funds are allocated to the evaluation to allow for co-creation and meaningful participation.

Feminist evaluations need to demonstrate a clear intention about the purpose and use of findings to **improve the work of achieving gender equality outcomes and changes in power structures**. Evaluation may be conducted for the purposes of decision-making, generating evidence or new knowledge, organizational development and capacity building in response to the needs of identified users, decisions about future programming and/or accountability. Ultimately, evaluation seeks to inform social action, help solve social problems and contribute to organizational or social value.[17]

The **learning objectives** of the primary users, particularly those who are marginalized or facing discrimination, should determine the **purpose and objectives** of the evaluation.

Some examples of the evaluation **purpose(s)** include:

♦ identifying programming strategies (e.g. specific advocacy approaches, funding modalities, capacity building approaches) that were effective in … (e.g.: strengthening women's and girls' capacity to claim and exert their rights)

♦ equipping local stakeholders (e.g. women's rights organizations, CSOs, organizations representing persons with disabilities) with evidence of what is working in order for them to advocate for their cause with the local government and other key stakeholders

♦ identifying effective and ineffective programming strategies/modalities in order to inform ongoing or future development efforts, especially those related to the achievement of gender equality outcomes

♦ identify short-term and long-term recommendations to improve and better target programming to maximize its value and reach to the most excluded groups and communities

Practical Tips

Through a co-creation process with partners, local organizations and other stakeholders, define key learning questions and identify how the evaluation process and outcomes can benefit them. This step may be led by program/evaluation managers or the implementing partner(s).

Engage the evaluation steering committee (if established) in defining the purpose and objectives of the evaluation.

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[17] Adapted from *What is Evaluation?*. Canadian Evaluation Society (2014).

Some examples of evaluation **objectives** include:

♦ comparing the specific programming strategies and determine which ones are more effective in (for example) increasing the financial sustainability of women's rights organizations

♦ assessing the gains and achievements of advocacy efforts to reduce gender-based violence and discrimination against women and girls in accessing basic services, such as quality education and/or sexual and reproductive health services, and opportunities for their equal social, economic and political participation

♦ assessing the achievement of results (both positive and negative), particularly those related to gender equality

♦ identifying lessons across multiple projects to inform future programming strategies and distill good practices stemming from the program, with a particular focus on tackling gender inequalities in sector X in country/region Y

The users' needs, purpose, objectives, and evaluation budget and timeline will determine the scope of the evaluation.

6.2 Develop the evaluation questions

The program/evaluation manager, in collaboration with the implementing partner(s) and other users, will develop the key evaluation questions. There should be **no more than 5 to 6 evaluation questions**. The list should include questions related to gender equality and structural barriers in the specific context. While feminist evaluations tend to emphasize learning and co-creation of evaluation questions, the program/evaluation manager may also wish to consult the OECD-DAC evaluation criteria in developing evaluation questions.

A list of sample evaluation questions is presented below. In all these questions, it is important to consider and assess intersectionality.

♦ To what extent have gender equality results been achieved (both intended and unintended results) for the most structurally excluded women and members of the LGBTQI+ group?

♦ To what extent did the project enable organizations to influence national and local policies and practices (e.g. related to gender equality, inclusion, elimination of discrimination / gender-based violence)?

♦ What strategies were the most effective in improving the conditions/access to inclusive and just services [*define the services or rights targeted by the project*] for structurally excluded groups?

♦ What programming modalities contributed to sustainable organizational strengthening of [e.g. local grassroots activist organizations, women's rights organizations]?

♦ What factors contributed to or hindered the achievement of the results related to [*provide a clear statement of the expected outcome*]?

♦ To what extent were the funder's financing modalities flexible and adaptable in supporting the immediate and long-term needs of stakeholders?

The evaluation questions may be refined during the participatory scoping phase, based on input from stakeholders and changing needs and contexts.

6.3 Qualifications of the evaluation team

Guiding Questions

♦ Who should conduct the evaluation? What skills and experience should they have?

♦ What characteristics should the evaluation team have to connect with the project participants?

♦ Is it possible to hire local evaluators who understand the local context and speak the local language(s)?

♦ What is the right mix of gender/feminist expertise, evaluation and research[18] experience, and the experience and capacity to engage with feminist/social movements that the evaluation team should collectively possess?

♦ What other competencies should be included in the team evaluation criteria?

Having the right team is essential to the success of any evaluation. The expertise required will depend on the purpose and objectives of the evaluation and other factors. Most importantly, a feminist evaluation **leverages experts from the programming country/region, such as local feminist researchers and/or evaluators,** to the greatest extent possible. The goal is to assemble a team that understands the local context and reflects it in the evaluation's methodological considerations. The team should bring a diversity of backgrounds, experiences, skills and perspectives. These differences enrich the evaluation because they allow the evaluators to see the world in different ways and broaden their understanding of the issues the evaluation addresses. The evaluators' background and experience should also reflect the background and experience of the project participants.

Hiring consultants from the country/ region where the project is implemented will enable the evaluation to be more culturally responsive, relevant and rigorous. The ability to speak the local language and understand the underlying social dynamics is important for mobilizing different groups to participate meaningfully in an evaluation. Hiring local evaluators to lead evaluations can also help to strengthen evaluation capacity in developing countries, while also building more diverse evaluation systems.

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To determine what kind of diversity and **how much diversity** to reflect in the team composition, consider the following: What kinds of data need to be collected, analysed and interpreted? Who needs to find that information credible? Whose insights will generate greater understanding? Different genders, languages, religions, cultures, ages and other "differences that make a difference" should be identified and considered when developing the team's qualification requirements.

The following is a list of potential **qualifications and experiences for the evaluation team**. The required qualifications and experience should be determined based on the specific needs and budget of the evaluation. It is very important to identify the most important qualifications required while not being too narrow in the requirements. It may be very challenging to attract bidders if the list of required qualifications is too long and/or too specific.

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[18] Please note that it is recommended that research experience not be used interchangeably with evaluation experience.

Qualifications and experiences for the evaluation team

- significant experience conducting program or project evaluations (or community/action research[19]) in developing countries using feminist approaches; an ability to lead others to do the same (lead evaluator/team lead only)

- experience working with a variety of stakeholders (such as women's rights organizations/local CSOs/women-led organizations) to review or develop feminist programming, determine their organizational effectiveness or strengthen their organizational capacity

- experience designing, delivering and/or evaluating gender equality projects

- experience working with hard-to-reach and vulnerable populations

- specific thematic/sectoral experience (depending on the project)

- experience with quantitative data collection and analysis (depending on the evaluation)

- experience using non-traditional qualitative data collection and analysis techniques (e.g. most significant change, outcome harvesting, community action research, storytelling and photovoice)

- experience using participatory and informal adult-education methodologies to coach learners, facilitating learning sessions, workshops, community meetings etc. and navigating different power dynamics

- extensive experience in a specific country or programming region

- ability to speak the language of the country/region

Photo: DisobeyArt/Adobe Stock

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[19] Note that some local researchers may not see themselves as evaluators but they may have the relevant skills and connections to communities of interest. Being open and flexible about what experience counts can help identify more suitable local resources.

In line with the qualifications and experience criteria identified above, the program/evaluation manager may wish to assess the bidders' understanding of the assignment and evaluation needs. The following elements could be considered:

♦ The proposal makes a distinction between feminist, gender-integrated and gender-sensitive evaluation. Instead of reading gender blind, the evaluator's proposal should make frequent, nuanced references to gender equality projects and results.

♦ The evaluation team has experience facilitating and supporting women and girls, and marginalized groups, in collecting data and monitoring/evaluating projects.

♦ The evaluation team has generated evidence to help change policy related to service delivery for women or to advocate for the fulfillment of women's rights.

♦ The proposal explains how the evaluation team plans to make the evaluation process participatory, inclusive and empowering for diverse stakeholders, including those with less power/voice. It identifies how these elements would be reflected in the design, data collection, and analysis and reporting stages.

♦ The evaluation team demonstrates familiarity and experience with methods that are aligned with feminist approaches.

♦ The evaluation team takes into consideration how knowledge will be contextualized and how local ownership will be strengthened.

♦ The proposal addresses ethical considerations and explains ways in which the evaluation can contribute to positive change (e.g. contributing to networking and relationship building among evaluation participants, informing/supporting advocacy efforts of evaluation participants).

Practical Tips

Consult with implementing partner(s) and other relevant stakeholders on what expertise and experience is required for the conduct of the evaluation.

Explore alternative channels to post your request for proposals to reach broader audiences; not all traditional evaluators have the necessary feminist experience, and although not all feminist researchers think of themselves as evaluators they may still possess the necessary skills and experience. It is best to be flexible when looking for the right fit for your feminist evaluation.

Involve relevant stakeholders in the selection of the evaluation team.

6.4 Budget and Level of Effort

One of the key components of a ToR is the budget and level of effort. A feminist evaluation may require more time (and therefore budget) in order to allow for the engagement and participation of different stakeholders. It is essential that the estimated budget be based on real costs and a sound analysis of the level of effort.

7.0 MANAGING FEMINIST EVALUATIONS

Managing feminist evaluations requires that the program/evaluation manager and everyone involved **do things differently**. Feminist evaluations differ from other types of evaluations in that they:

1. Encourage iterative learning from the outset of the evaluation.

2. Maintain a willingness to experiment with approaches that favour non-traditional methods of generating knowledge.

3. Facilitate an open space where the team, partner(s) and stakeholders can learn together how to apply feminist principles.

The following tips focus on specific steps in managing an evaluation contract.

7.1 Orientation Meeting with the Evaluation Team

After the contract has been signed, organize an orientation meeting with the evaluation team.

♦ Include the evaluation steering committee, representatives of the implementing partner(s), external stakeholders, and internal stakeholders. Ensure the evaluation team understands the learning objectives of the evaluation, the stakeholders involved and the participatory approach (including the guiding feminist principles) they are expected to undertake.

♦ Clarify expectations about the participatory process and ensure that the evaluation team understands what the process entails (i.e. meaningful participation, driven by relevant stakeholders, co-creation, etc.).

7.2 Managing the Evaluation

The program/evaluation manager leads the evaluation together with the evaluation steering committee. In most cases, the program/evaluation manager will be the main point of contact for the evaluation and will facilitate communication between the evaluation team, the evaluation steering committee and other stakeholders (as appropriate). The program/evaluation manager will coordinate meetings and inputs from the evaluation steering committee and other stakeholders, unless an alternative arrangement is agreed among key evaluation stakeholders.

Program/evaluation managers are encouraged to play a facilitation role in shifting power for the benefit of local stakeholders in the conduct of the evaluation.

The program/evaluation manager and the evaluation steering committee should periodically check in with the evaluation team and the implementing partner(s)/local partners to see how the process is going. The following guiding questions can help assess progress and identify any adjustments that need to be made.

Guiding Questions

- ♦ Have local stakeholders had the opportunity to meaningfully contribute to the evaluation?
- ♦ Is the evaluation still responding to their needs (as identified in the Evaluation Use and Influence Plan)?
- ♦ Are they engaging with the evaluation team sufficiently for the evaluation to advance as planned?
- ♦ Is the evaluation too burdensome for some users?
- ♦ Are the engagement strategies working?
- ♦ Have there been any participatory sensemaking sessions? Is there an agreement on the meaning of the collected information?
- ♦ Is the evaluator/evaluation team receptive to different ways of generating knowledge and perceiving the world that may be more natural to local groups (e.g. integrating ancestral knowledge)? Do they remain flexible in the way they collect and interpret data?
- ♦ Is the evaluator/evaluation team well connected to the local context (i.e. spends sufficient time engaging with local groups and other stakeholders, shows understanding of the different realities and nuances of the different groups)?

7.3 Reviewing Evaluation Deliverables

The program/evaluation manager, together with the evaluation steering committee and other stakeholders, is responsible for reviewing deliverables submitted by the evaluator and ensuring that all deliverables meet the quality standards established for the evaluation. It is up to the program/evaluation manager and the evaluation steering committee to decide who should provide input on which deliverables. It is recommended that key users of the evaluation be involved in the process, along with other stakeholders within the program (e.g. gender specialist(s), partnership specialist(s), external peer reviewers). While these groups will probably already be represented on the evaluation steering committee, new stakeholders may emerge during the evaluation process.

While broad consultation is encouraged, some users may choose to limit their involvement due to limited staff capacity (or interest). Refer to Annex III: Elements to look for in feminist evaluation deliverables lists some elements that should be reflected in each deliverable.

The evaluation steering committee may choose to follow an established set of quality standards for evaluation to assess the quality of deliverables such as the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation or the OECD-DAC Quality Standards for Development Evaluation.

7.4 Management Response

Once the evaluation report has been finalized, it is a common practice to develop a management response that establishes how each organization will follow-up on the evaluation recommendations. However, the key users/stakeholders may agree on an alternative mechanism to keep parties accountable for responding to the recommendations.

7.5 Dissemination and Learning

Feminist evaluation challenges evaluators to consider who *needs* to know the findings, who *wants* to know the findings, and who *should* know the findings. Understanding these different perspectives informs not

only how the information is written but also how it should be presented and shared at the conclusion of the evaluation. Planning for the dissemination of evaluation knowledge products should begin early in the evaluation planning process (see Annex 2, Evaluation Use and Influence Plan). The Use and Influence Plan should outline the products that the different users need and how they plan to use the knowledge and learning gained from the evaluation.

Additional dissemination products and strategies may be considered at the end of the evaluation. There may be important lessons that the stakeholders would like to share with broader audiences or specific project implementation strategies that stakeholders would like to showcase. The advocacy/communication needs of relevant stakeholders may also have changed with potential shifts in their socio-political contexts. All these needs can lead to a variety of knowledge products and engagements, such as presentations, tip sheets, webinars, trainings, toolkits, etc. However, it is important to remember that in a feminist evaluation, partners and stakeholders are the primary owners of the knowledge and should be consulted on its use prior to any further dissemination. It is also imperative to ensure the protection of any evaluation participants who may be harmed if identified through any of the dissemination efforts.

Some additional dissemination strategies may include:

- communication products: briefs, videos, infographics, posters
- workshops to disseminate lessons learned and findings to users and/or broader audiences
- embedding lessons learned and findings in professional development courses and events
- following up on actual use, requesting feedback on process and products
- publishing evaluation report and other products on organizations' websites or other online platforms

ANNEX I: OVERVIEW OF FEMINIST EVALUATION AND GOOD PRACTICES

Feminist evaluation	Feminist evaluator	Notes on methodology
• focuses on understanding the **root causes of gender inequalities** • adopts an inclusive and **intersectional approach**	• **reflects on their own characteristics** and worldview and how these affect the evaluation	• Feminist evaluation can be **applied to the evaluation of all interventions**, whether or not they specifically focus on gender equality objectives.;
• uses **participatory methods** that take into account various perspectives	• is a facilitator of the **co-production of knowledge** process committed to truly participatory approaches	• **Triangulation** of data sources and **disaggregation** of quantitative data to **reflect inclusion and diversity** of sources are important to ensure the robustness of the findings.
• involves participants in **knowledge creation and dissemination**	• upholds highest **ethical standards** in evaluation and ensures **safeguards for vulnerable groups**	• Feminist approaches can be **combined with other evaluation approaches**, such as utilization-focused evaluation, developmental evaluation and others: what matters is the lens through which they are implemented.
• **aims for structural transformation of power systems** and gender relations	• encourages partners and stakeholders to **give meaning to data**/refrains from imposing their own interpretation	• A **wide range of data collection methods** can be used, including quantitative, qualitative and even experimental approaches.
• **values the process** as much as the findings	• **takes an activist stance** as an evaluator	
• leverages **local expertise from the programming,** such as local feminist evaluators and/or researchers, to the greatest extent possible	• takes into account the **local context** of the project and reflects it into methodological considerations	

Good Practices

- Allocate adequate time and resources to develop partnerships and co-create the evaluation and its content.
- Focus the evaluation on learning and not primarily on accountability (this may redefine what 'credible' data looks like).
- Identify how diverse stakeholders will be engaged in the evaluation and create conditions for the participation of the most marginalized groups.
- Allocate time and resources for training and capacity building of stakeholders to ensure a common understanding and approach.
- Clarify what each stakeholder group brings to the evaluation to ensure their input enhances collaborative learning.
- Where possible, build feminist evaluation into the project design, including necessary resources.
- Consider partner-led or joint evaluation.

ANNEX II: GUIDANCE ON THE EVALUATION USE AND INFLUENCE PLAN

The Evaluation Use and Influence Plan aims to promote opportunities for stakeholder involvement and iterative learning throughout an evaluation in order to enhance the use of evaluation results.

The tip sheet helps you consider and identify:

♦ the main end-user groups

♦ what those users want to learn from an evaluation and how they will use the evaluation results

♦ tailored strategies to engage users and share evaluation information and results

♦ when and how to engage and communicate with different user groups

Consider the tips below to identify the use and influence of an evaluation:

Who should be involved in this discussion: Program/evaluation managers can facilitate the discussion at the initial stages of the evaluation planning. They are encouraged to collaborate and consult widely, especially with those who can represent end-user groups or have knowledge of users' information needs. If an evaluation steering committee has been established, it should also be involved in preparing the plan.

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Tip 1

Consider which groups have capacity to act on the evaluation findings and in what ways.

Identify the intended end users: Program/evaluation managers may consider conducting a stakeholder analysis to identify the range of potential users for the evaluation. After conducting this type of analysis, program/evaluation managers can use the Evaluation Use and Influence Plan to facilitate a discussion with key partners and stakeholders.

Use: Program/evaluation managers should verify with identified users what they hope to do with the evaluation findings. Knowing what information is needed by each group will inform the evaluation questions asked. The intended purpose will also affect the type of evidence generated (e.g. data gathered, data collection methods used). These elements will inform the development of the terms of reference.

User engagement: Program/evaluation managers should clarify with identified users what role they wish to take within the evaluation process and identify opportunities for the users to be part of the evaluation (e.g. participate in the committee, formulate evaluation questions, discuss appropriate ways to collect data from target groups, participate in data analysis and sensemaking, be engaged throughout the process, etc.). Program/evaluation manager should share knowledge about and from the evaluation in a format that is tailored to the needs and preferences of the various user groups (e.g. accessible language, graphic format). Strategies can include opportunities for user groups to engage with learning and evidence throughout the evaluation, and products/activities that are appropriate, relevant and appealing to different intended users. Note that the final evaluation report is rarely the best way to ensure impact and influence. It is important to consider whether all users can engage with the evaluation in their preferred way and whether their needs are being met. This will help determine whether capacity building is needed to support them throughout the process.

Responsible Party: Each identified strategy should have an individual or individuals responsible for its completion.

Timing: To the extent possible, schedule the evaluation to accommodate upcoming planning and decision-making timelines of the various user groups. Time opportunities for stakeholder engagement and products to meet those needs.

Plan for Follow-Up: Follow up with the end users to understand if and how they used the evaluation to inform their work. This can be done through a survey or feedback form, or through informal conversations.

Iterate: As needs change, evaluation questions or other elements of the evaluation plan may change. The terms of reference can include a statement that the evaluation plan must be revised as necessary to address changing needs during the evaluation process.

The following template can be used by program/evaluation managers to guide conversations about the intended use and influence of an evaluation. The template can help facilitate conversations with key partners and stakeholders and guide the different stages of the evaluation.

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Tip 2

Identify the potential barriers or constraints to use. For example, factors might include the perceived credibility or relevance of the evaluation findings, the resources and authority to make changes in response to evaluation findings, and the willingness to address findings.

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Tip 3

Agree on the plan with as wide a range of stakeholders as possible to gain buy-in. Early engagement also helps manage stakeholders' expectations.

Evaluation Use and Influence Plan Template

Evaluation name: _____   **Evaluation period:** _____

End user	Intended use	User engagement *	Type of evaluation/ Information product(s) needed	Responsible party*	Timing / Window of opportunity	Follow-up*
Identify one intended user or user group per line. Who can benefit from using the results of the evaluation?	What will this group use the evaluation for? This should speak to the key reason(s) for conducting the evaluation.	Strategies to engage users based on their needs throughout the evaluation cycle and after the evaluation is completed Reflect on their capacity for this type of engagement and if there is a need for capacity building.		Who is responsible for delivering on the needs of this user?	What is the best time to promote use? Is there a deadline?	Think about steps or strategies to assess how this user group has engaged with the evaluation and its findings.
Examples: • implementing partner(s) • stakeholders (e.g. local civil society organizations, women's rights organizations, others) • country government or local administrative unit • advocacy group • other donor	**Examples:** • improve internal processes/current or future programming • advocate for a specific issue • influence new legislation/policy • identify the need for project continuation • validate that an approach is working • learn/identify best strategies to tackle specific issues • learn about the evaluation process	**Examples:** • user is involved in all stages of evaluation (joint, co-creation) • user is responsible for certain aspects of the evaluation (specify which ones) • user is regularly consulted/asked for input • user is kept up to date on progress, provided with evaluation outputs in accessible language	**Examples:** • an infographic to communicate… • a summary focused on… • a presentation/ workshop on ... • an analysis of…	**Examples:** • program manager responsible for… • implementing partner(s) responsible for… • evaluation consultant responsible for…	**Examples of important events:** • policy dialogue • funding renewal • staff rotation • closing of project	**Examples:** • a survey of intended users • debrief/feedback discussion after the evaluation concluded • informal conversations with implementing partner(s) • follow up with colleagues

Note that any actions that will be the responsibility of the evaluation consultant should be included in the Terms of Reference.

ANNEX III: ELEMENTS TO LOOK FOR IN FEMINIST EVALUATION DELIVERABLES

Workplan

It is recommended that the work plan include an evaluability assessment (unless this has been done as a separate component prior to the launch of the evaluation). The evaluability assessment outlines the following:

- ♦ consultation with partners and other stakeholders on their understanding of the project's performance to date
- ♦ availability and capacity of evaluation users to participate in the evaluation in their preferred way
- ♦ consideration of different types of data and different ways of knowing (e.g. stories or photo/video material of partners' activities; ancestral knowledge of Indigenous groups etc.)

The work plan also:

- ♦ explains how key aspects of the evaluation approach align with the feminist principles outlined in the ToR
- ♦ explains how stakeholders will be identified and involved in all phases of the evaluation
- ♦ recognizes different groups of stakeholders and context-specific dynamics
- ♦ integrates gender equality throughout the evaluation, including evaluation questions, methodology and analytical approaches
- ♦ outlines different engagement strategies that are in line with the Evaluation Use and Influence Plan (if applicable) to meet the needs and capacities of the different evaluation users
- ♦ proposes a timeline that provides ample opportunities for local groups to co-create and meaningfully participate in the evaluation
- ♦ includes a section on ethical considerations and a data management plan

In a feminist evaluation, evaluators work with partners and stakeholders to **co-create the different parts of the evaluation**. This includes the final evaluation questions; appropriate data collection tools; who should participate in data collection; how to make sense of collected data (analyze); and deciding on the type of evaluation products that work for their evaluation uses (e.g. a long final report is rarely the most suitable product). **The work plan should reflect these features of feminist evaluation.**

Evaluation report or other final evaluation product

The evaluation report is still the most common final evaluation product. However, the rich data and findings of an evaluation can also be captured in other formats (e.g. a deck, a short document on a particular group/country/theme etc.). The final evaluation product should:

- ♦ present data and information collected through a participatory methodology in which partners and stakeholders clearly had the opportunity to shape the evaluation, contribute to the data collection strategy and give meaning to the data collected

- ♦ describe consultations and/or other activities undertaken jointly with partners and stakeholders, including any part of the evaluation that was led or co-led by them

- ♦ acknowledge the different interests and needs of the different evaluation users and present a balanced view that does not take sides with any particular user group

- ♦ integrate gender equality and other intersectional elements into findings, conclusions and recommendations, as appropriate

- ♦ acknowledge, in a non-judgemental manner, any significant discrepancies between the views and data interpretations of different key users (if applicable)

- ♦ acknowledge the evaluation team's values and biases that may have influenced the evaluation

User-focused knowledge products.

User-focused knowledge products. All evaluation products should be written in a language that is accessible to the key users, and all products should be specifically reviewed for any biases. To add a human touch to the reports, they can include photos (with consent), and have rich, focused stories or supporting quotes that bring the voices of women and marginalized people to life.

In addition, the evaluation team should ensure that partners and stakeholders understand the process by which the findings and recommendations were formulated and that they agree with the interpretation of the findings and with the recommendations.

Other Deliverables (as applicable)

Some evaluations will include additional deliverables such as an executive summary, an infographic, impact or success stories etc. These products should:

- ♦ address the needs of the intended user(s)
- ♦ be developed from a shared understanding of the data (sensemaking)
- ♦ include meaningful input and reflect the information and realities that participants, partners, and stakeholders have shared with the evaluator

ANNEX IV: RESOURCES

Global Affairs Canada

- Feminist International Assistance Gender Equality - Toolkit for Projects: Tool 14: Evaluating project performance on gender equality
- Feminist approach - Innovation and effectiveness guidance note
- Gender equality and empowerment measurement tool

Government of Canada

- What is Gender-based Analysis Plus
- Integrating Gender-Based Analysis Plus into Evaluation: A Primer (2019): Planning the evaluation

External

- Miller, Carol and Haylock, Laura (2014). Capturing changes in women's lives: the experiences of Oxfam Canada in applying feminist evaluation principles to monitoring and evaluation practice. *Gender and Development*, Vol. 22, 2014.
- Podems, Donna (2018). Making Feminist Evaluation practical. *eVALUation Matters*, Fourth Quarter 2018.
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- Wyatt, A. et al. (2021). Feminist Approaches to Monitoring, Evaluation and Learning. Overview of Current Practices. Equality Fund, Genesis Analytics, June 2021.
- OECD (n.d.). Evaluation Criteria.
- OECD (2022). In Practice: Global Affairs Canada's Approach to Feminist Evaluation Practices
- United Nations Evaluation Group (2020). UNEG Ethical Guidelines for Evaluation.
- United Nations Evaluation Group (2016). Norms and Standards for Evaluation.

Online Tools

- Podems, D. and Negroustoueva, S. (n.d.) Feminist evaluation. BetterEvaluation.