European Commission

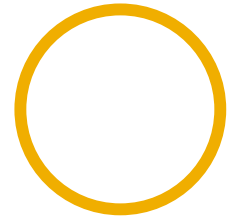# Guide on
EVALUATION WITH GENDER AS A CROSS-CUTTING DIMENSION

Revised version: February 2024

Acknowledgement

Table of Contents

1. Introduction

Gender equality and the empowerment of women and girls are fundamental human rights, essential for sustainable development, and are among the founding values of the [Treaty on European Union](#) and the [Charter of Fundamental Rights](#). The EU's most recent Gender Action Plan on [Gender Equality and Women's Empowerment in External Relations 2020–2025 (GAP III)](#) aims to accelerate progress on empowering women and girls, and safeguard the gains made on gender equality during the 25 years since the adoption of the [Beijing Declaration and its Platform for Action](#).

This document endeavours to provide useful guidance to EU staff and evaluators of EU interventions or policies on how to ensure the inclusion of gender as a cross-cutting dimension within the wider frame of reference of a Rights Based Approach (RBA)[1] in all evaluations.

Who is this guide for?

This guide is targeted at the Evaluation Managers and Evaluation Focal Points of DG INTPA, DG NEAR, and FPI as well as the evaluators of EU interventions and policies. It aims to support these target groups to ensure a gender perspective is systematically applied to the evaluations they are engaged in, ultimately enabling EU interventions and policies to be more impactful.

Things to consider when using this guide

This guide looks at some of the key principles, challenges, and opportunities for mainstreaming a gender dimension into evaluations. It is not meant to be a comprehensive guide and should be read alongside other available resources and toolkits including, but not limited, to:

EU Resources

- [The EU Gender Action Plan III (GAP III)](#) for 2021-2025 (extended until 2027) – An ambitious agenda for Gender Equality and Women's Empowerment (GEWE) in EU External Action, (EC 2020a).

- [Joint mid-term report on the implementation of the EU Gender Action Plan (GAP III)](#) (2023) that highlights the key achievements and commitments in the pursuit of gender equality and empowerment of women and girls worldwide and extends the duration of the GAP III until 2027.

- [Joint Staff Working Document Objectives and Indicators to frame the implementation of the Gender Action Plan III (2021-25)](#), (EC 2020b).

- [LGBTIQ Equality Strategy 2020-2025](#) is the first-ever Commission strategy on LGBTIQ equality and delivers on the European Commission's commitment to building a Union of Equality. It strives to build a Union where diversity is celebrated as part of our collective richness, where all people can be themselves without risk of discrimination, exclusion, or violence.

- [The Resource Package](#) on Gender Mainstreaming in EU Development Cooperation, elaborated by DG INTPA Unit B1 – Gender Equality, Human Rights and Democratic Governance, which contains online and offline guidance on criteria and questions that facilitate the inclusion of Gender Equality and Women's Empowerment (GEWE) in evaluation methodologies across different sectors.

- [The Commission Staff Working Document: Tool-box – A Rights-Based Approach, encompassing all human rights for EU development cooperation](#) (2014) which aims at integrating human rights principles into EU operational activities for development, covering arrangements both at HQ and in the field, for the synchronisation of human rights and development cooperation activities.

- The EC INTPA Evaluation Handbook 2024 – to be published.

- [The Global Europe Results Framework (GERF)](#) – the corporate results framework used to collect and measure key results achieved by interventions funded by external assistance financing instruments of EU international cooperation which aims at enhancing the accountability, transparency, and visibility of EU Aid, as articulated in the 'Agenda for Change', and contributes to assessing results related to gender equality.

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1. [Tool-box – A Rights-Based Approach, encompassing all human rights for EU development cooperation](#)

- EU Action Plan on Women, Peace, and Security (WPS), EU (2019-2024) aims to reaffirm the holistic implementation of the WPS agenda and recognises gender equality and women's empowerment as a prerequisite for dealing with the prevention, management and resolution of conflict.

- DG NEAR Guidelines on linking planning / programming, monitoring, and evaluation (2016 updated in 2019) which provide advice on how to address gender as a cross-cutting issue during programming, monitoring, and evaluation.

Other useful resources:

- OECD guidance Applying a Human Rights and Gender Equality Lens to the OECD/DAC Evaluation Criteria, (2023).

- OECD Gender Equality and the Empowerment of Women and Girls: Guidance for Development Partners, (2022).

- OECD Glossary of Key Terms in Evaluation and Results-Based Management, 2nd Edition – Prepublication (2023), (OECD, 2023a).

- Global Affairs Canada's approach to feminist evaluation practices (2022).

- The website of the European Institute for Gender Equality (EIGE) which contains practical advice, tools, further documentation, and a useful glossary.

- How to Manage Gender-Responsive Evaluations, UN Women (2022).

- Guidance on Integrating Human Rights and Gender Equality in Evaluation, UNEG (2014).

- UNICEF Guidance on Gender Integration in Evaluation, for guidance on how to integrate a gender lens into evaluations.

- The DAC gender equality policy marker which is a qualitative statistical tool used to record aid activities that target gender equality as a policy objective. It is used by DAC members as part of the annual reporting of their aid activities to the DAC.

- Measuring Empowerment? Ask them, SIDA (2010) which makes the case that the measurement of empowerment is agenda-driven and shaped by beliefs and value systems, which in turn, has an impact on how much importance different specialists attach to it.
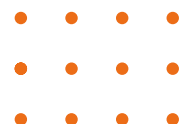
2. EU's working definition of key terms and concepts used in this guide

Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for women and men (EC, 2020[2]). They are context/ time-specific and changeable (…), (UN Women OSAGI Gender Mainstreaming: Concepts and definitions)[3].

Gender equality is achieved when people of all genders, including women and men, girls, boys, and transgender individuals, enjoy equal rights, life prospects and opportunities, and have the power to shape their own lives and contribute to society. Gender equality is both a goal as well as a prerequisite for long-term democratic, equitable and sustainable global development, which will not be achieved if half of the world's population is left behind (adapted from the UN Women OSAGI Gender Mainstreaming: Concepts and definitions).

Empowerment of women and girls concerns their "gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources, and actions to transform the structures and institutions, which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered, they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources, and opportunities to make strategic choices and decisions."[4]

Gender analysis is a systematic, analytical process to help explain power dynamics, gender norms and intersecting inequalities[5], and where, how, and why women may be treated differently and are often disproportionately affected in certain situations (Enabel, 2018). Used as a tool to demonstrate the gender equality dimensions of any sector or issue, gender analysis reveals the ways in which policies and programmes impact all individuals, and how they are not inherently gender neutral (UNDP, 2016). Gender Analysis is defined by the European Commission as 'The study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles'.

> The EU conducted gender analyses in a range of sectors in Malawi[6] to understand the barriers to gender equality within those sectors and more broadly, and to enable vulnerable or marginalised communities to participate in policy development, planning and implementation.

Gender mainstreaming builds on gender analysis to develop strategies for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is gender equality[7].

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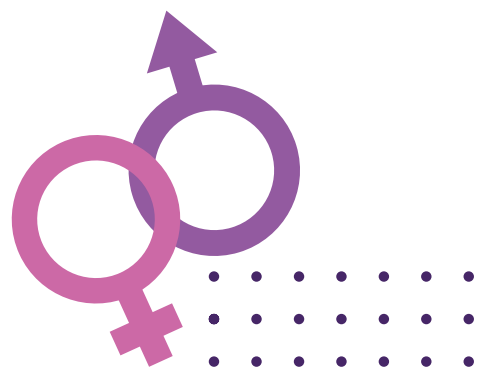
2. Available online at: https://international-partnerships.ec.europa.eu/system/files/2021-01/join-2020-17-final_en.pdf

3. Available online at: https://www.un.org/womenwatch/osagi/conceptsandefinitions.htm

4. UN Women Training Center https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=E&sortkey=&sortorder=

5. An approach is intersectional when it is based on an acknowledgement of the multiple characteristics and identities of an individual, to analyse and respond to the ways in which sex and gender intersect with other personal characteristics.

6. For more information, see: https://www.oecd-ilibrary.org/sites/0bddfa8f-en/1/3/2/index.html?itemId=/content/publication/0bddfa8f-en&_csp_=041825ef987 37ed8609694a86239d7ce&itemIGO=oecd&itemContentType=book#boxsection-d1e4315

7. https://www.un.org/en/ecosoc/docs/2008/resolution%202008-34.pdf

3. The Policy Context

In the European Consensus on Development, the European Union and its Member States commit to implementing a rights-based approach (RBA) to development cooperation, encompassing all human rights. This reinforces the EU's commitment to a RBA as outlined in the 2012 EU Strategic Framework on Human Rights and Democracy, and the EU Action Plan on Human Rights and Democracy – 2020 to 2024 which established a framework to integrate this approach into all EU development instruments and activities, including evaluation. Gender equliaty is a core value of the EU[8] and a universally recognised human right, as well as being imperative to population well-being, economic growth, prosperity, good governance, peace and security. All people, in all their diversity, should be free to live their chosen life, thrive socially and economically, participate and take a lead as equals (EC, 2020). Gender equality is a key principle of the European Pillar of Social Rights[9].

The EU is a global front-runner in promoting gender equality as a key political objective of its external action and common foreign and security policy, aimed at accelerating progress towards global goals including the Sustainable Development Goals[10] (SDG) at the core of the 2030 Agenda.

In 2007, the European Commission adopted the Communication on Gender Equality and Women's Empowerment (GEWE) in Development Cooperation. The subsequent Council Conclusions called on the Commission Services, EEAS and the Member States to promote clear objectives and indicators on gender equality in all sectors. Drawing from the EU gender equality strategy 2020 - 2025, which calls for a **gender-equal Europe**, the most recent EU gender action plan for 2021–2025 (GAP III) calls for a **gender-equal world** and is complementary to the lesbian, gay, bisexual, trans, non-binary, intersex and queer (LGBTIQ) equality strategy for 2020-2025[11]. It aims to scale up the EU contribution to reaching SDG 5[12] in all EU internal and external policy areas and across the 2030 Agenda.

According to GAP III, "**gender mainstreaming remains the primary means to achieve gender equality.** Its purpose is to ensure that all policies and programmes maximise their benefits for all and contribute to stopping the perpetuation of inequality[13]. The European Commission and the High Representative are committed to gender mainstreaming in all policies and actions as a responsibility for all, including in the EU institutions. Member States are encouraged to join this effort", (EC, 2020b, p.5).

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8. Art. 2, 3(3) and 21 of the Treaty on the European Union (TEU), Art. 8 of the Treaty on the Functioning of the European Union (TFEU), and Art. 21 and 23 of the EU Charter of Fundamental Rights.

9. Available online at: https://commission.europa.eu/publications/european-pillar-social-rights-booklet_en

10. https://sdgs.un.org/goals

11. https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combatting-discrimination/lesbian-gay-bi-trans-and-intersex-equality/lgbtiq-equality-strategy-2020-2025_en

12. https://sdgs.un.org/goals/goal5

13. "The aim of gender mainstreaming is to redistribute power, influence and resources in a fair and gender-equal way, tackling inequality, promoting fairness, and creating opportunity." Gender Equality Strategy, p. 15.

Building on the evaluation of EU support to gender equality and women's and girls' empowerment (2010-2018)[14] and stakeholder consultations, GAP III provides **a policy framework for the EU** to boost its level of engagement, focusing on **five pillars:**

1 Making EU engagement on gender equality more effective as a **cross-cutting priority** of EU external action in its **policy and programming work.** This requires further **gender mainstreaming in all external policies and sectors** and a **gender-transformative[15], rights-based and intersectional[16] approach.**

2 Promoting, together with EU Member States, strategic EU engagement **at multilateral, regional and country level** and jointly **stepping up implementation of GAP III in each partner country and region,** in close cooperation with partner governments, civil society, the private sector and other key stakeholders. This will require greater coordination, cooperation and transparency.

3 **Focusing on key areas of engagement:** ensuring freedom from all forms of gender-based violence; promoting sexual and reproductive health and rights; strengthening economic and social rights and the empowerment of girls and women; advancing equal participation and leadership; implementing the women, peace and security agenda, addressing challenges and harnessing the opportunities offered by the green transition and the digital transformation.

4 **Leading by example,** by establishing **gender-responsive[17] and gender-balanced leadership at top EU political and management levels.** This requires leadership buy-in, investing in knowledge, resources and pooling action with EU Member States.

5 Reporting and communicating on results, putting in place a **quantitative, qualitative, and inclusive monitoring system** to increase **public accountability, ensure transparency and access to information** and achieve better EU outreach on the **impact** of its work worldwide.

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14. Evaluation of 'EU's external action support in the area of gender equality and women's and girls' empowerment (2010-2018)', available online at DG INTPA: https://international-partnerships.ec.europa.eu/policies/monitoring-and-evaluation/strategic-evaluation-reports-deprecated/evaluation-eus-external-action-support-area-gender-equality-and-womens-and-girls-empowerment-2010_en, and also at DG NEAR website: https://neighbourhood-enlargement.ec.europa.eu/monitoring-and-evaluation_en

15. An approach is gender transformative when it aims to shift gender-power relations, for a positive change of the paradigm(s) that produce discriminations and inequalities.

16. An approach is intersectional when it is based on an acknowledgement of the multiple characteristics and identities of an individual, to analyse and respond to the ways in which sex and gender intersect with other personal characteristics.

17. Gender-responsive: aiming to increase accountability and accelerate implementation of commitments to gender equality with a rights-based approach at international, national and community level.

4. Gender-responsive evaluation

The contribution of evaluation to these EU commitments is essential. Gender-responsive evaluation aims to guide management and decision-making processes by providing evidence-based findings, conclusions, and recommendations on the different ways in which EU external action interventions are affecting women and girls on the one hand, and men and boys on the other, thereby contributing to the achievement of gender equality and women's empowerment commitments. It is applicable to all types of EU external action and development cooperation interventions and policies, **not just gender-specific ones.**

Gender- and power-neutrality in development cooperation and in external action often does not exist; actions impact women and men differently, positively, or negatively and their respective powers are key elements influencing this impact. Each evaluation should therefore adopt a gender-equality and rights- sensitive approach, and evaluators are called on to play a key role in understanding and informing on the extent to which the intervention or policy they are evaluating contributes to the EU commitment on GEWE and the RBA. The guidance provided here focuses on the principles of a gender-sensitive evaluation but does not preclude evaluators from integrating rights-based approach requirements as well.

Gender equality and women's empowerment comprise many dimensions – voice/participation/agency (distribution of power); access to/control over resources/opportunities; shifts in formal (legislation, policy etc.) and informal institutions (values and attitudes etc.) and social protection systems. Advancement in these dimensions is inter-linked; progress in one dimension may be hampered if efforts in another dimension are constrained. Important aspects of each of these dimensions are not easily measured. Evaluations seeking to measure progress towards gender equality and women's empowerment need to adopt a mix of quantitative and qualitative methods and participative approaches appropriate to measuring and evaluating social change.

In complex environments, such as contexts affected by fragility, and conflict, evaluation gains exceptional importance, especially concerning its impact on vulnerable groups like women, children, elderly, and transgender individuals who often suffer the most. In such situations, evaluation becomes a crucial tool for assessing the effectiveness of interventions addressing these issues. However, it's important to note that traditional evaluation approaches may not fully capture the complexities of these contexts, especially when evaluating soft, value-based changes in norms and behaviours (Hassnain, 2023).

Gender-responsive evaluation should comprise three elements[18]:

1 An assessment of the contribution that an intervention or policy has made towards the ultimate goal of GEWE.

2 An assessment of the extent to which the intervention or policy has pursued gender mainstreaming (GM) to ensure that women's and men's, and girls' and boys' concerns, experiences, practical needs, and strategic interests are equally addressed.

3 An assessment of the extent to which an intervention or policy has been guided by the international standards (see the box below) for gender equality and have analysed and addressed the structures that contribute to inequalities experienced by women, men, girls, and boys, have maximized participation and inclusion, and have sought to empower rights holders and make duty bearers more accountable.

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18. This framework is inspired by the strategic evaluation of EU support to Gender Equality and Women's Empowerment in Partner Countries (2015): https://ec.europa.eu/europeaid/strategic-evaluation-eu-support-gender-equality-and-womens-   empowerment-partner-countries-final_en

19. The UN Economic and Social Council has defined gender mainstreaming as "the process of assessing the implications for women and men of any planned Intervention or Policy, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is gender equality". See report (1997): http://www.un.org/womenwatch/osagi/pdf/ECOSOCAC1997.2.PDF

The international standards for gender equality in development co-operation can be drawn from several agreements and global processes, including but not limited to:

- The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979), which defines what constitutes discrimination against women and establishes an agenda for national action

- The Beijing Platform for Action (1995), which defines the full implementation of the human rights of women and of the girl child as an "inalienable, integral and indivisible part of all human rights and fundamental freedoms."

- Sustainable Development Goal (SDG) 5 which aims to achieve gender equality and empower all women and girls, refers to gender equality as "not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world" (2015).

- The OECD DAC Recommendation on Ending Sexual Exploitation, Abuse and Harassment (2019), which sets out the first international standard to be applied when working with civil society, charities, and other bodies running development programmes or delivering humanitarian aid.

For an evaluation to be rights based and gender responsive, at a minimum, evaluators must consider how to:

- Ensure that relevant rights-holders, including women, participate meaningfully in the evaluation.
- Avoid potential harm to any evaluation stakeholders, interview partners and evaluation team members.
- Apply adequate methods to understand if interventions contribute to transformative changes in the lives of all gender groups, including women, children, and transgender individuals.
- Communicate evaluation findings to the rights-holders involved in the evaluation.

Evaluators must also apply the **do-no-harm principle** and use trauma-sensitive methods. Depending on the context, the level of sensitivity, and protection issues, evaluators need to actively account for the specific risks for women and girls, and other marginalised groups (OECD, 2023b).

In conflict and fragile contexts, where gender and minority groups, especially women, children, and transgender individuals, bear the brunt of crises, evaluations are vital to measure a transformative 'change' or 'no change'. However, challenges in method validity and reliability arise due to restrictions and security concerns. This necessitates reliance on local data collectors, remote methods, and tools such as the use of information and communication technology (ICTs), geospatial analysis, and third-party monitoring (TPM). Additionally, the risk of violence in these areas amplifies inequalities and discrimination. Thus, comprehensive gender analysis and conflict analysis is essential for evaluators to inform their planning (Hassnain et al, 2021). In doing so, evaluations can be truly rights-based and gender-responsive, contributing to more equitable outcomes in these challenging settings.

5. Gender as a cross cutting dimension in all phases of evaluation

A change in terms of gender related norms and behaviours, equality and women's empowerment can be measured using existing frameworks and indicators, while maintaining flexibility to track progress and adjust to unexpected or negative outcomes (OECD, 2022[20]). A brief description of how to mainstream gender in each phase of a typical evaluation is provided in the following sections. It provides suggestions to support evaluation managers and evaluation teams to see things through a so-called gender lens, throughout the evaluation cycle, e.g., in the drafting of the ToR and the selection of contractors (preparation phase), in the selection of the evaluation questions and the design of the evaluation methodology (inception phase), during the selection of the evaluation tools (desk phase), ensuring the collection of sex disaggregated and gender relevant data (field phase), when writing and quality assuring the evaluation report (synthesis phase), and finally in sharing the results of the evaluation to different stakeholder groups (dissemination phase).

Preparation Phase

One of the key activities of an evaluation manager prior to launching an evaluation will be to carry out an evaluability assessment to identify whether the intervention has an adequate set of indicators (and information on their progress) to support the assessment of GEWE during the evaluation process.
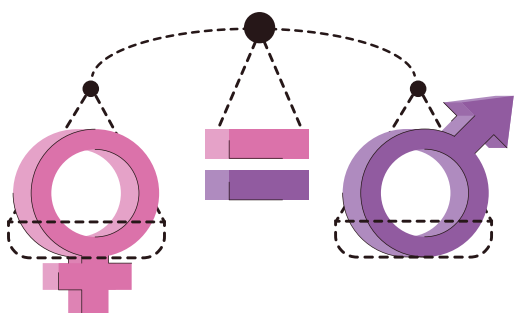
An evaluability assessment is a study carried out to determine:

(i) whether an evaluand[21] is at a stage at which progress towards objectives is likely to be observable.

(ii) whether and how an evaluation would be useful to managers and/or policymakers.

(iii) the feasibility of conducting an evaluation (USAID, 2009).

For more information on evaluability assessment, see the EC INTPA Evaluation Handbook, 2024, Chapter-3 (to be published).

If the evaluation manager finds that there are insufficient existing indicators to allow for an accurate gender responsive evaluation, specific indicators could be developed during the evaluation planning stage and assessed during the evaluation process. The Staff Working Document on Objectives and Indicators to frame the implementation of the Gender Action Plan III (GAP III) (2021-25 now extended until 2027), is a good reference document for the identification of potentially valid indicators.

When drafting the terms of reference (ToR) for the evaluation, the evaluation manager should ensure the evaluation is gender sensitive both in terms of how it is conduced e.g., by insisting on a participatory process that allows for the equitable participation of women and girls, and of their respective organisations, as well as in terms of the findings, conclusions and recommendations that it will deliver e.g., by including indicative evaluation questions that specifically refer to gender or through disaggregated information. In the description of the evaluation team profile, an appropriate mix of skills and capacities on gender and evaluation, including experts with a solid understanding and experience of evaluating gender equality, women's empowerment, and human rights, as well as the EU mandates on human rights and gender equality should be specifically requested.

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20. See the checklist at the end of this document for key pointers on how to conduct a gender responsive evaluation.

21. Evaluand is the subject of an evaluation. INTPA (to come Evaluation Handbook) uses the term generically to refer to any strategy, policy, instrument, modality, intervention, or group of interventions assessed as part of EU development cooperation.

Inception Phase

It is good practice to base evaluations on a solid gender analysis[22], and integrate learning-oriented approaches in evaluation on gender equality (ALNAP 2016)[23]. If a theory of change based on strong context analysis including the drivers of inequality does not exist, the evaluation team could be asked to develop one that identifies critical knowledge gaps on gender equality, key assumptions and a set of results that adequately address them. The evaluation design and implementation can then prioritise evaluation questions based on the theory of change, test and explore assumptions and hypotheses to generate new evidence for advocacy and future programme and policy development keeping a strong focus on the inclusion of the most marginalised, especially women, and children.

In addition, the evaluation manager should make sure that the evaluation team have included gender sensitive indicators/judgement criteria in their evaluation matrix, to measure results at all levels of the intervention logic. Proposed data gathering and analysis tools (both qualitative and quantitative) should be designed to disaggregate and measure the results of the intervention for both women/girls and men/boys and gender should be included as one of the criteria used to build-up the consultation sample. The proposed methodological approach should be flexible enough allow sufficient time to respond to any specific constraints and challenges of the informants, taking into consideration their gender.
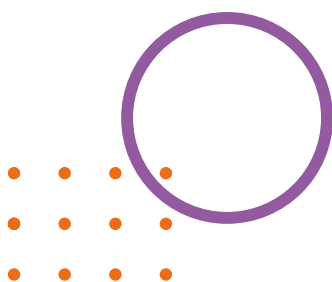
Interim Phase

During the desk and field activities of an evaluation, an evaluation manager's role is limited to staying in contact with the evaluation team to make sure that intersectional dimensions (sex, age, ethnicity, sexual orientation, disability etc., if relevant) are included among the criteria used to gather data and analyse it accordingly. This could be checked in the regular meetings and presentations that typically take place with the evaluation team throughout the course of an evaluation.

Synthesis Phase

During this phase, the evaluation manager should make sure that the report's content, data, findings, and conclusions adequately take account of gender considerations, including gender-disaggregated data, gender-specific impacts, and gender mainstreaming. Furthermore, the report should provide specific recommendations to enhance gender equality, such as promoting gender equality, ensuring gender responsiveness, and encouraging gender-sensitive data collection. Any appropriate lessons learnt should be clearly identified and described.

Dissemination Phase

The communication and dissemination of evaluation findings and recommendations can potentially strengthen multiple levels of accountability and learning on GEWE. Such data can be useful to promote gender equality objectives both externally and internally within the institution, in an effort to understand progress towards results and to course-correct where progress is not happening as anticipated (OECD, 2022).

In this phase an evaluation manager should make sure that the dissemination activities and knowledge products are targeted towards all relevant audiences, and that they specifically take account of women, children, the elderly, and transgender individuals. Equal participation should be actively sought in dissemination seminars.

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22. See above the definition of gender analysis, and an example from the EU gender analyses in Malawi.

23. Read more about learning oriented approaches in ALNAP's Evaluation in Humanitarian Action Guide: https://www.alnap.org/help-library/evaluation-of-humanitarian-action-eha-guide

6. Evaluation criteria and gender responsive evaluation

The most typical approach to conducting an evaluation (though not the only one) is to structure it around the six OECD DAC evaluation criteria (i.e., Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability), and in the case of EU evaluations, the additional EU specific evaluation criterion of EU added value. The following section provides practical examples of evaluation questions that ensure a gender perspective is adopted either by including evaluation questions that specifically address gender issues or by incorporating a gender

perspective into a broader evaluation question. This method of questioning can be applied equally to any type of evaluation: of interventions (Project/ Programmes) as well as of thematic, policy, instrument, budget support or strategic evaluations.

Please be advised that the questions provided below are intended solely for reference purposes. Kindly avoid using them as they are into your Terms of Reference (ToRs).

Relevance

- To what extent did the intervention or policy understand and address the underlying causes of gender inequality? When responding to the question, the evaluators should also assess: i) whether a gender analysis of the context, sector, problem, stakeholders, was considered or carried out during the formulation of the intervention or policy [and / or reformulation in case of changes during implementation], and if not, why not; ii) whether any analysis was carried out to assess how gender inequality intersects with different inequalities or discrimination on the basis (for instance) of ethnicity, age, sexual orientation, social groups etc.; and iii) if and how gender equality integrated into the intervention or policy (Theory of Change / Intervention Logic).

- To what extent was the process of consultation leading to the formulation of the intervention or policy, purposefully inclusive of stakeholders and target groups/beneficiaries of the intervention or policy, including relevant Civil Society Organisations (CSOs) working on Gender Equality and Women's Empowerment (GEWE) and did it seek to empower the marginalised and left behind groups to address obstacles to inclusion and to promote human rights? In responding to the question, the evaluators should also look at whether women and men from a range of diverse social groups, age and abilities represented in the process, whether inter-sectional perspectives were considered and what measures were taken

to guarantee a meaningful participation of stakeholders (e.g., timely notification, language, location, and timing).

- To what extent was gender equality considered and included throughout the life cycle of the intervention or policy (design, implementation, and monitoring)? In responding to the question, the evaluators are asked to highlight measures, tools and processes adopted to ensure the mainstreaming of gender equality throughout the life cycle of the intervention and conversely if it was not done, explain why not.

- To what extent was the intervention or policy consistent with national policies and/or international instruments/conventions on gender equality and relevant international human rights obligations? In responding to the question, the evaluators are asked to highlight measures, tools and processes adopted to ensure consistency of the intervention or policy national/international policies/instruments/conventions; conversely if this was not done, explain why not.

- To what extent did the planned activities address the causes of gender inequality and discrimination and target the relevant beneficiaries, including those who are marginalised or disadvantaged[24]?

- To what extent does has the project/programme design aim to contribute to the creation of favourable conditions for advancing gender equality?

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24. Disadvantaged groups are groups of persons that experience a higher risk of poverty, social exclusion, discrimination, and violence than the general population. Disadvantaged groups include, but are not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children. Their vulnerability to discrimination and marginalisation is a consequence of social, cultural, economic, and political conditions and not a quality inherent to certain groups of persons. Women and girls belonging to these groups are often subjected to multiple discrimination and gender-based violence. However, they have limited access to protection, support, and redress when their rights are violated.' Cfr EIGE, the European Institute for Gender Equality, http://eige. europa.eu/rdc/thesaurus/terms/1083

Coherence[25]

- To what extent does the intervention or policy align with EU Member States' (MS) and other donors' interventions in support of Gender Mainstreaming (GM) and Gender Equality (GE)?
- To what extent could the results of the intervention or policy in the area of GM/GE trigger further bilateral interventions by other actors (act as a lever for further support)?
- To what extent is the intervention or policy coherent with EU commitments and strategies in the areas of GM/GE? When responding to the question, the evaluators should also assess: whether the intervention contributes to the implementation of GAP-III and other EU policies that include references to gender equality?
- How and to what extent did the intervention/policy promote and enhance donor coordination by addressing GM/GE issues?

Efficiency

- To what extent were the resources (financial, time, people, technical and gender expertise) sufficient to address the gender inequalities defined during the formulation of the intervention or policy? When responding to the question, the evaluators should also assess whether the resources were spent or allocated appropriately to target the structural causes of inequality; and if so whether these were easily and unambiguously identifiable; and consistently allocated throughout the intervention and over time. If not, evaluators should assess what are / will be the costs of not addressing gender inequalities.
- To what extent and in what ways were sex-based and age-specific constraints taken into consideration when implementing activities?
- To what extent and in what ways did the internal monitoring, evaluation, and accountability systems effectively integrate and use gender analysis?
- What services, infrastructures and/or goods have been received respectively by men and women, boys, and girls as a result of the intervention?

Effectiveness

- To what extent did the intervention or policy outputs contribute to achieving its expected results[26], respectively for men/boys and for women/girls, and for those marginalised or in a vulnerable situation? When responding to the question, the evaluators should also assess: i) what expected and unexpected results were achieved for women and girls, and for men and boys, from an intersectional perspective, where relevant, ii) who benefitted the most, how, and why; and iii) what factors played in favour or against the achievement of the expected results, respectively for men/boys and for women/girls.
- To what extent has the intervention or policy effectively contributed to the creation of favourable conditions for advancing gender equality?
- To what extent and how has the governance of the intervention or policy paid sufficient attention to its GM and GE objectives within the wider context of a Rights-Based Approach and translated those objectives into specific actions?
- To what extent and how were the specific risks and challenges inherent to the achievement of GM/GE adequately taken into consideration and mitigated? When responding to the question, the evaluators should also assess whether the assumptions made with regard to the sex-based division of rights, labour, responsibilities, etc. were accurate and relevant.
- To what extent – and in what ways - do the results achieved validate the Theory of Change / Intervention Logic of the intervention or policy in the area of GM/GE?

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25. Some of the hints for questioning contained in this box touch upon issues of complementarity and coordination, as well.

26. The generic term result (here and elsewhere) should be substituted by making specific reference to the expected results of the intervention / policy as detailed in the intervention logic of the intervention / policy to be assessed.

(Perspectives of) impact

- To what extent are the anticipated impact-level Gender Mainstreaming (GM) and Gender Equality (GE) results outlined in the Theory of Change/Intervention Logic of the intervention or policy, likely to materialise? When responding to the question, the evaluators should describe each anticipated GM/GE impact, and assess to what extent and in which ways these are expected to materialise.

- What is the likelihood that the intervention or policy will have the expected (and/or unexpected) impact on human rights & GM/GE? When responding to the question, the evaluators should describe the impacts (expected or unexpected), whether they are positive or negative[27], and assess to what extent and in which ways these expected/unexpected impacts, positive or negative impacts affect the different stakeholders of the intervention, including the most marginalised, such as women and girls.

- To what extent is the impact of the intervention or policy likely to differ between women and girls on the one hand, and men and boys on the other?

Sustainability

- To what extent and in what manner has the intervention or policy advanced sustainable changes in the area of GM and GE? When responding to the question, the evaluators should also assess: i) the mechanisms employed to effect these changes; and ii) potential avenues for enhancing sustainability in GM/GE and shifts in gender power dynamics, including identifying areas for improvement.

- To what extent was an appropriate exit strategy planned for and effectively implemented? When responding to the question, the evaluators should also assess: i) How the strategy addressed elements related to GM/GE; and ii) if and how the local partners and different beneficiaries (including rights holders and duty bearers) were involved in defining and implementing the exit strategy.

- To what extent do the partners of the intervention or policy own its results in the area of GM/GE and are committed to their sustainability after the end of the intervention?

EU added value

- To what extent does the intervention add benefits to, or create synergies with Member States' (MS) interventions in the area of GM and GE?

- To what extent has the EU added value in this area contributed (or not) to the success of the intervention or policy?

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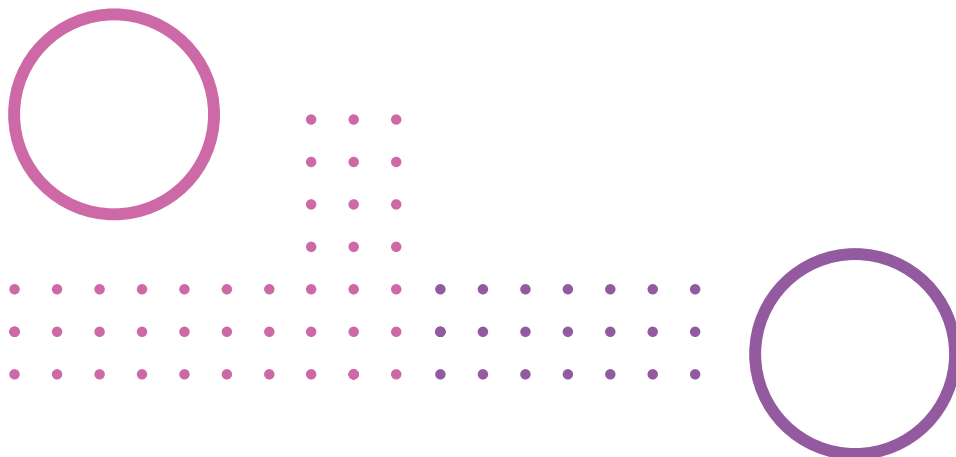
27. e.g., disadvantaging certain groups, interfering with participation rights and labour rights or contributing to forced displacement.

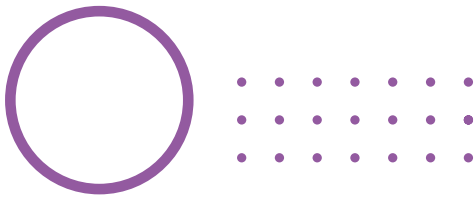# 7. Checklist for a gender-sensitive evaluation methodology

The following checklist was prepared with a view to helping evaluators, evaluation managers and Evaluation Focal Points verify whether the methodology proposed for the evaluation by the selected contractors integrates an adequate gender/HRA focus. Ideally, all questions should be answered positively.

| **Checklist for ensuring gender-sensitivity in evaluations**		
✓	**Checklist Questions**	**Evaluation Phase**
☐	• Are there sufficient existing indicators to allow for an accurate gender responsive evaluation? If not, are there plans in place to develop some indicators to measure the change during the evaluation inception phase?	**PREPARATION**
☐	• Does the evaluation team have an appropriate mix of skills and capacities in evaluation and gender equality and human rights, include both women and men with a solid understanding of GEWE and human rights, as well as knowledge and experience in evaluating gender equality and human rights interventions, and an understanding on of the EU mandates on human rights & gender equality?	**PREPARATION**
☐	• Is the evaluation approach built on and informed by a robust gender analysis to understand and respond to gender inequality issues within the context(s) being evaluated, key drivers of inequality, gender norms, gender roles, and different needs and aspirations of women/girls and men/boys, triggers for violence, and likely future scenarios?	**INCEPTION**
☐	• Is the evaluation design participatory, does it provide for an equitable participation of women/girls and men/boys and of their respective organisations, including those who are marginalised or disadvantaged[28] and persons with disabilities?	**INCEPTION**
☐	• Have gender-sensitive indicators been identified to measure both qualitative and quantitative results, at all the levels of the Results Chain[29]? Are there indicators to measure the quantity and quality of women's participation as well as changes in attitudes/perceptions? Will gender-sensitive indicators be used in this evaluation that look at women/girls and men/boy's different experiences of change?	**INCEPTION**
☐	• Was an initial assessment done to define which mix of data collection and analysis methods will be used to address gender data gaps and weaknesses with respect to gender equality?	**INCEPTION**
☐	• Are data gathering and analysis tools (both qualitative and quantitative) designed to disaggregate and measure the results of the intervention or policy for both women/girls and men/boys?	**INCEPTION**

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28. Disadvantaged groups are groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population. Disadvantaged groups include, but are not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children. Their vulnerability to discrimination and marginalisation is a consequence of social, cultural, economic, and political conditions and not a quality inherent to certain groups of persons. Women and girls belonging to these groups are often subjected to multiple discrimination and gender-based violence. However, they have limited access to protection, support and redress when their rights are violated.' Cfr EIGE, the European Institute for Gender Equality, http://eige.europa.eu/rdc/thesaurus/terms/1083

29. An evaluability assessment will help the evaluation manager identify whether the intervention has an adequate set of indicators (and information on their progress) to support the assessment of HR & GE during the evaluation process. See the chapter 'Equity focused and gender responsive evaluation.

Checklist for ensuring gender-sensitivity in evaluations		
✓	**Checklist Questions**	**Evaluation Phase**
☐	• Is sex (and age, ethnicity, sexual orientation, disability etc., if relevant) included among the criteria used to establish the consultation strategy as well as the proposed/selected sample?	**FIELD**
☐	• Is the methodological approach flexible enough, and is sufficient time allowed to respond to the gender related constraints and challenges of the informants, taking into consideration their sex and age?	**FIELD**
☐	• Does the methodology consider the ethical and safety measures necessary to protect the informants?	**FIELD**
☐	• Does the report include or demonstrate a gender analysis by examining content, data, and findings through a gender lens (gender-disaggregated data, gender-specific impacts, and gender mainstreaming)?	**SYNTHESIS**
☐	• Does the report contain useful recommendations for gender equality and women's empowerment? Does the report provide specific recommendations to enhance gender equality, including promoting gender equality, women's empowerment, human rights, ensuring gender responsiveness, and encouraging gender-sensitive data collection?	**SYNTHESIS**
☐	• Are the dissemination activities and knowledge products specifically targeted towards all relevant audiences, including women, children, and the elderly?	**DISSEMINATION**
☐	• Is equal participation sought in dissemination seminars, ensuring that all relevant groups, including women, children, and the elderly, have an opportunity to participate?	**DISSEMINATION**
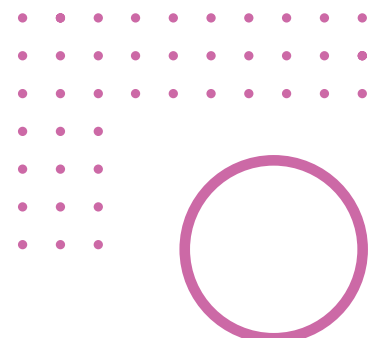
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