

6.2 Gender-responsive EiE evaluation

INEE Minimum Standards	Domain 1: Foundational standards – Analysis Standard 4 – Evaluation Systematic and impartial evaluations improve education response activities and enhance accountability.
Primary users	<ul style="list-style-type: none">• EiE programme managers;• M&E specialists;• cluster/sector/working group coordinators;• evaluation teams.
Purpose of tool	To understand gender-responsive EiE evaluation approaches and key actions.

Introduction

As with gender-responsive monitoring, gender-responsive evaluation:

- helps us to assess the extent and nature of changes in gender and power relations as a result of an intervention, combination of interventions, or programme;
- is an inclusive, participatory process that respects all stakeholders.

A gender-responsive EiE programme evaluation is not an 'additional' evaluation. It ensures gender-responsiveness is considered at each stage during the evaluation design, planning, execution, analysis, reporting, and dissemination of results.

Key information

Every stage of the evaluation process should be gender-responsive, regardless of the type of evaluation. The following considerations are vital:

Gender in EiE evaluation planning

Evaluation context and purpose

- The context should describe informal gender norms, roles, and expectations, as well as legislation and policy that may affect programme outcomes for girls, boys, women, and men.
- In conflict and crisis situations, pay particular attention to the potential need for updating and validating analyses at a later stage. There may be shifts in political and socio-economic conditions, with possible implications from a gender perspective, such as changes in early marriage or child labour practices.
- The type of evaluation depends on its purpose, the type of programme to be evaluated, the resources available, and the security and access situation. Below are some general considerations for gender-responsive evaluation frameworks, questions, and methodology. These will need to be adapted depending on the type of evaluation and what it seeks to measure.



Essential resources

IASC (2018) [The Gender Handbook for Humanitarian Action](#), 'Operational peer review and evaluation, step 5, pp.60-72.

Gender in EiE evaluation frameworks

- An evaluation framework consists of evaluation criteria which define the evaluation questions. OECD-DAC Evaluation Criteria – **relevance, coherence, effectiveness, efficiency, impact and sustainability** – are commonly used and adapted. Humanitarian oriented evaluation criteria, including those relevant to the Grand Bargain agreements, are also used in emergency humanitarian settings.¹ These criteria are **appropriateness, connectedness, coverage/reach, coherence, and coordination**.
- Gender dimensions must be integrated into these criteria. The United Nations Evaluation Group (UNEG) guidance on [Integrating Human Rights and Gender Equality in Evaluation](#) (Table 2.3, p.26) provides specific examples of this. It also offers specific principles derived directly from human rights and gender equality principles including: **participation and inclusion, equality and non-discrimination, and social transformation**. Other frameworks may offer additional or replacement elements, particularly in humanitarian contexts.
- The ALNAP [Evaluation of Humanitarian Action Guide](#) provides examples of frameworks and their use (see Section 5, Table 5.3).

Gender in EiE evaluation questions

- Evaluation questions should be based on a programme's theory of change and linked to evaluation criteria. Even if a programme's theory of change is not gender-responsive, evaluation questions can still elicit understanding of gender equality changes over time. This will generate important information for future programme design. See [Box 6.2.1](#) for sample evaluation questions.
- Depending on the type of evaluation, the questions chosen will assess the design, planning, implementation and/or results of the project, programme, or policy. The UNEG guidance on [Integrating Human Rights and Gender Equality in Evaluation](#) (Table 2.4, p.30) provides examples of evaluation questions across each evaluation criteria.

Box 6.2.1: Sample evaluation questions

These example questions are for evaluating 'effectiveness'; the extent to which output and outcome results (intended or unintended) are achieved.

- To what extent did participants in the training on gender-responsive, inclusive psychosocial support (PSS) services for girls and boys in and out of school demonstrate increased knowledge on the provision of inclusive PSS?
- To what extent did participants in the training on gender-responsive, inclusive PSS services for girls and boys in and out of school demonstrate changes in attitudes and behaviour related to gender equality?
- To what extent were the results equitably distributed across the target groups (male and female teachers and female and male non-formal, community-based education personnel)?
- To what extent have changes in the knowledge, attitudes, and behaviour of education personnel regarding gender equality, promoted new practice in the provision of PSS?
- Do targeted girls and boys have access to safe, quality, inclusive, and gender-responsive PSS?
- To what extent is access equitably distributed across the target groups (girls and boys)?

These example questions are based on a gender-responsive theory of change and M&E framework. If a PSS intervention was not gender-responsive, evaluation questions on effectiveness could still investigate whether the PSS intervention had contributed to gender-differentiated change. Questions might include:

- To what extent did well-being improve for participants who received PSS services as a result of teacher training? The analysis of this question could include identifying if there were differences in improvements for girls and boys, respectively.
- Who accessed PSS services, and was access equitable across target groups of boys and girls?

Gender in EiE evaluation methodology and analysis

- Gender equality issues in some contexts can be socially, economically, and politically sensitive. A rigorous methodology is needed that provides a basis for verifiable results. See the UNEG guidance on [Integrating Human Rights and Gender Equality in Evaluation](#) for a full discussion on selecting methodologies for gender-responsive evaluations.
- Using both qualitative and quantitative techniques, as well as participatory approaches, is considered good evaluation practice. A mixed-methods approach enhances the reliability of data and validity of findings and strengthens gender considerations. Mixed methods:
 - are more likely to reveal unanticipated results;
 - broaden and deepen understanding of why change is or is not taking place;
 - capture a wide range of perspectives and give voices to evaluation participants;
 - allow for greater flexibility and triangulation in conflict and crisis contexts where security and accessibility considerations can affect data collection plans.

Box 6.2.2: Qualitative and quantitative data

Qualitative data is about what can be observed and described. It provides important contextual information. Qualitative methods include focus group discussions, peer groups, interviews, role plays, and classroom observations.

Quantitative data is about what can be measured by numbers. Quantitative methods include culturally validated surveys that can be self-administered by participants before and after training, and surveys conducted as baseline, midline, and endline.

- Low-cost, qualitative data collection protocol/tools can be used effectively in fragile contexts to capture changes in gender-related knowledge, attitudes, and behaviour.

Essential resources

Ellsberg, MC and Heise, L (2005) [Researching Violence Against Women. A practical guide for researchers and activists](#), WHO and PATH. See Chapter 9: Tools for collecting qualitative data.

- Surveys measuring education-related gender norms should combine questions on knowledge, attitudes, and practice with vignettes (participants' responses to the description of a scenario/ picture). These can cover topics such as gender norms, the division of household and labour duties between women and men, and differences in educational opportunities and experiences for girls and boys. An example of baseline and endline tools for a social norms survey is available on UNGEI's EiE Resource Center. These tools formed part of an impact evaluation of the 'Gender Socialization in Schools' pilot programme in Uganda (see the programme and evaluation summary).
- Depending on the type of evaluation, the methodology may use the programme's output, outcome, and impact statements, alongside an analysis of corresponding indicator data from the periods before, during, and after implementation. Adopting gender-equitable indicators is therefore critical for ensuring EiE interventions are gender-responsive.

6.3: Gender-responsive EiE indicators

- It is vital to analyze gender and intersecting inequalities in education. A gender-responsive evaluation ensures the collection and analysis of data relating to 'universal' social identity characteristics such as age and ability, and 'contextual' characteristics that are specific to a place or time such as geography, language, ethnicity, and poverty. This enhances understanding of the many forms of exclusion experienced by girls, boys, women, and men that may affect their participation in an intervention and lead to differentiated outcomes. This is called intersectional analysis; examining multiple, simultaneous social identities that overlap (e.g., adolescent girls who live in a conflict zone, and a disabled boy or girl living in a refugee camp).
- An evaluation should identify and distinguish between social identity characteristics and barriers that marginalize stakeholders:
 - at the school level (e.g., teaching practices such as the language used);
 - at the community level (e.g., social norms such as those related to discrimination based on ethnicity);
 - at the system level (such as social protection policy relating to a person's nationality/asylum/ refugee status).
 - The Education Marginalization Framework² helps guide such analysis.

Introduction

Actions

Table 6.2.1: Checklist to support the design, planning, and implementation of gender-responsive M&E in EiE contexts

Key considerations		Additional considerations and examples
Gender-responsive evaluation design and planning actions		
<input type="checkbox"/>	Allocate time and funds, ensure there is sufficient capacity within the evaluation team, and design the evaluation to ensure gender considerations are integral to data collection and analysis.	You may need to plan for additional training and extra time for evaluators to absorb information and acquire appropriate gender-responsive interview techniques. This may be particularly important where males are serving as enumerators and cannot avoid conducting interviews or focus groups with females. "If, due to budget or time constraints, additional training is not possible, you should seriously reconsider conducting the research in this particular population. Other criteria—such as whether respondents would be more trusting of individuals from the community or from outside of it—are best explored during formative research." ³
<input type="checkbox"/>	Use the gender checklists to prepare the evaluation terms of reference and to select the evaluation team.	See Boxes 6.2.3 and 6.2.4 .
<input type="checkbox"/>	Reflect gender aspects of needs assessment and analysis in the evaluation purpose and objectives.	 2: Needs assessment and analysis
<input type="checkbox"/>	Use the gender checklists to prepare the evaluation terms of reference and to select the evaluation team.	See Boxes 6.2.3 and 6.2.4 .
Gender-responsive evaluation data collection and methodology		
<input type="checkbox"/>	The chosen methodological approach and data collection processes must reflect local conflict and crisis factors, particularly concerning security and accessibility.	For detailed safety and security and data collection considerations, see:  6.1: Gender-responsive EiE monitoring
<input type="checkbox"/>	If specific areas are inaccessible, explore alternative ways to collect data to ensure the inclusion of all groups.	

3 Ellsberg M, and Heise L. (2005) *Researching Violence Against Women: A Practical Guide for Researchers and Activists*. Washington DC, United States: World Health Organization, PATH. Chapter 10 Building Your Research Team.

<input type="checkbox"/>	<p>Evaluation questions should refer to gender-specific issues that reflect the different perspectives and conflict/crisis experiences of diverse groups of girls, boys, women, and men.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Has the intervention purposefully integrated measures to support the participation of women and individuals/groups who are marginalized and/or discriminated against? • Are there differences in stakeholders' participation in the EiE intervention(s) between groups perceived and defined locally as more powerful and groups marginalized and/or discriminated against? • Has the intervention contributed to shifts in knowledge, attitudes, and practices related to gender equality? This also pertains to unintended negative consequences.
<input type="checkbox"/>	<p>Evaluation questions should capture differentiated gender roles, attitudes, behaviours, and norms.</p>	
<input type="checkbox"/>	<p>Where gender is not the main focus of an intervention, evaluation questions should complement gender-related questions and analyses.</p>	<p>This can prepare evaluators specifically to probe gender aspects of programming which were not necessarily defined at the outset. For example:</p> <p>When assessing access to and activities around temporary learning spaces (TLS), has there been equal participation of girls and boys, and of female and male education personnel as service providers? Are there any unexplored gender-discriminatory characteristics that may shed further light on findings? Probing question might include:</p> <ul style="list-style-type: none"> • What curriculum is used in TLS or as part of digital learning platforms? Does it contain gender stereotypes as determined by the specific context? Have efforts been made to address this? • To what extent are PSS activities (e.g., sports in-person or sessions via an online platform) geared towards boys' and girls' interests and preferences? To what extent do girls and boys share responsibilities for environmental care (e.g., are hygiene activities like sweeping floors only for girls or also for boys)? • What types of rules or codes of conduct exist to prevent violence (bullying, corporal punishment, or sexual harassment/abuse) in the TLS or through the use of interactive digital solutions and learning platforms? How do these rules or codes of conduct favour, or protect, girls and boys? Is one group favoured or protected more than the other? If an online platform, how is security monitored and regulated and how are codes of conduct by users enforced? <p>Another complementary question example might be: To what extent has the EiE intervention coordinated with other sector interventions to consider gender issues? Probing question examples:</p> <ul style="list-style-type: none"> • Are menstrual health management facilities available in schools or TLS? Are menstrual hygiene products available in kits for adolescent girls and female teachers?

<input type="checkbox"/> 	<p>Evaluation questions should aim to capture potential advances towards longer-term change related to gender equality, as well as links between positive shifts in gender norms and peacebuilding.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Are there opportunities to promote women's and girls' empowerment with this activity? If yes, what are the opportunities? (Example responses or probing questions: parental support groups which promote positive masculinity; recruitment/training/promotion of female teachers leading to increased girls' access to education). • If changes in gender and social norms are identified, what effect does this have more broadly on community relations? What is the effect on social cohesion?
<p>Data analysis</p> <p> 2: Needs assessment and analysis</p> <p> 6.1: Gender-responsive EiE monitoring</p>		
<p>Reporting</p>		
<input type="checkbox"/>	<p>Refer to gender issues throughout the evaluation reports.</p>	<p>This includes ensuring gender is reflected in the sampling methods, data collection activities, plan for analysis, findings, and recommendations. Do not present gender as a separate, 'add-on' section only in the findings and recommendations section.</p>
<input type="checkbox"/>	<p>Recommendations in evaluation reports should include specific reference to advancing gender equality and inclusion.</p>	<p>Consider whether the report's narrative and the recommendations reflect gender norms in the evaluation context.</p>
<p>Evaluation use and dissemination</p> <p> 6.1: Gender-responsive EiE monitoring</p>		
<p>Evaluation management and accountability</p>		
<input type="checkbox"/>	<p>Evaluation plans must establish mechanisms to ensure the involvement and feedback of all intervention stakeholders, including affected populations, at every stage from design to reporting</p>	<p>Introduce these mechanisms through an evaluation management and reference group. Such a group should:⁴</p> <ul style="list-style-type: none"> • Include a range of participants based on intersectional criteria to ensure accountability for gender considerations. • Identify stakeholders with a deep understanding of local gender norms and cultural values who will contribute to the development and review of data collection methods and protocol. • Encourage stakeholders to share the evaluation findings and results among their communities, particularly those groups and/or stakeholders commonly excluded on the basis of their gender identities. • Give local stakeholders – girls, boys, women, and men – the opportunity to contribute to the validation of routine monitoring data at specific intervals, as well as validating evaluation findings and recommendations in draft evaluation reports, before they are finalized.

4 Adapted from UNICEF Guidance on Gender Integration in Evaluation (2019)



Further reading

- [UNICEF Guidance on Gender Integration in Evaluation](#)
- The Global Women's Institute (2019) [Participatory Monitoring and Evaluation of Gender Based Violence Programs](#) (PowerPoint slides)
- Global Working Group to End School-Related Gender-Based Violence (2018) [A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum standards and monitoring framework, Section 3, p.38](#)
- UNICEF (2013) [Ethical Research Involving Children](#)
- UNEG (2011) [Integrating Human Rights and Gender Equality in Evaluation](#)

Box 6.2.3: Gender checklist for developing an evaluation terms of reference (ToR)

- The ToR indicates the range of the intervention's stakeholders as primary users of the evaluation and how they will be involved in the evaluation process.
- The ToR explicitly refers to the relevant instruments or policies on gender equality that will guide the evaluation process.
- The ToR includes an assessment of relevant gender equality aspects through the selection of evaluation criteria and questions.
- The ToR specifies an evaluation approach and data collection and analysis methods that refer to gender considerations, and specifies that evaluation data will be disaggregated by sex, ethnicity, age, disability, etc.
- The ToR defines the level of gender equality expertise needed among the evaluation team, and their respective roles and responsibilities related to this.
- The ToR calls for a gender-balanced and culturally diverse team that includes national/ regional evaluation expertise.

Box 6.2.4: Gender checklist for evaluation team selection⁵

- Are both male and female evaluators/enumerators hired and trained to conduct evaluation activities (e.g., during focus groups, do they have experience with participatory evaluation methods to ensure the participation of both males and females)?

Do evaluators have...?

- Gender expertise and experience in projects related to gender equality specific to conflict and crisis contexts? Or is there an opportunity to have a capacity building session on gender as part of the evaluator/enumerator training?
- Experience in applying qualitative and quantitative evaluation methods for collecting and analyzing gender-differentiated data?
- Experience in analyzing and interpreting gender-differentiated data to distil key messages for reports and advocacy?
- Knowledge and experience of the local social context or relevant networks and partners in-country?

Tip: The education country cluster/sector/working group could be a good starting point to identify national and international evaluators with both context and sector knowledge.

⁵ Adapted from UNEG (2010) [Quality Checklist for Evaluation Terms of Reference and Inception Reports](#)