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# Moving towards gender-sensitive evaluation? Practices and challenges in international-development evaluation

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## Abstract

Gender equality was introduced into international-development evaluation two decades ago. Over the years, there have been different experiences in incorporating gender issues into the diverse phases of the evaluative process. This article reviews the practices of international-development agencies based on meta-evaluation studies and the most relevant material published by international organizations. The article also explores what it means to carry out a gender-sensitive evaluation, basing it on gender and feminist contributions and different methodological options. Finally, the article describes the key challenges of incorporating the gender perspective into the whole evaluative process.

## Keywords

evaluative process, feminist evaluation, gender-sensitive evaluation, international-development agencies, international-development evaluation

## Introduction

Gender equality, as a central issue, was included in international-development evaluation relatively recently. Indeed, the vast majority of evaluative practices related to gender equality only dates back 20 years. This is for two main reasons: the advance made towards a more multidimensional concept of development and, as a result, the integration of gender issues into the international-development agenda (DAC, 1998; Ruiz-Bravo and Barrig, 2002). However, during this period, the incorporation of the gender perspective in the evaluative process was not easy. Although gender equality is now an international commitment, it is weakened in development practice, mainly, due to the loss of political importance of gender equality within the current neoliberal framework and

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the problems encountered during the process of mainstreaming gender (Beneria, 2003; Rao and Kelleher, 2005). In this context, feminist advocates, gender-sensitive evaluators, international organizations and some development agencies have gradually demanded more analysis of gender issues in evaluation exercises. Evaluation has begun to be regarded as a key tool for accountability, learning and improvement in relation to gender equality (CIDA, 2001; ILO, 2007; Ruiz-Bravo and Barrig, 2002; World Bank, 2005).<sup>1</sup>

In spite of the increased demand for gender-sensitivity, the link between gender and evaluation has not been sufficiently developed. Both are relatively 'recent' matters and are often given low priority in development practice. The number of academic references on the subject is limited. Although there are some key articles on feminist evaluation, the majority of the contributions come from general evaluation methodologies, gender-sensitive planning frameworks and meta-evaluation studies.

Based on a review of all these main ideas on gender and international-development evaluation, this article aims to contribute to an increase in knowledge about the incorporation of gender issues into the evaluative processes of international-development agencies. Concurrently, it aims to promote a more gender-sensitive and feminist practice in order to improve the quality and effectiveness of aid. As stated in the UNPD Report (1995: 1): 'human development, if not engendered, is endangered'. And so, this article presents the various types of practices related to analyzing gender issues, focusing specifically on the main features and current challenges of gender-sensitive evaluation.

## **Gender issues in international-development evaluation practice**

Gender issues were first included in international-development evaluation in the early 1990s. Since then, the ways of addressing gender inequality in the evaluative processes of international-development agencies have varied. Although all the exercises that integrate gender issues have been labeled as 'gender' or 'gender-sensitive' evaluations, in practice two different types can be identified as two ends of a continuum. In particular, we differentiate between evaluations focused on women, on the one hand, and evaluation focused on gender relations or gender-sensitive evaluation, on the other (Espinosa, 2011; FIDA, 1995). As different meta-evaluation exercises and official reports show, each of them has specific purposes, criteria and objects of analysis (DAC, 1998; Espinosa, 2011; Hunt and Brouwers, 2003).

Evaluation focused on women was the first type of evaluative practice to examine inequality between women and men. It began to be developed in the early 1990s, a time of increasing recognition of the complexity of development and widespread incorporation of the WID (Women in Development) approach into the planning of women-specific interventions. These actions – policies, programs or projects – are exclusively directed at the female population (DAC, 1998).

This type of exercise focuses on the integration of women in the development processes. It aims to analyze the situation of women before, during and after a development action and their participation in it. Its ultimate purpose, therefore, is to generate learning and accountability in relation to the inclusion of women in development. The WID approach considers that, if we are able to integrate women into development, inequality between women and men will disappear. In this sense, women are placed in a special group of analysis in this evaluative practice (DAC, 1998; FIDA, 1995).

On the other hand, gender-focused or gender-sensitive evaluation began in the late 1990s as a result, in part, of the recognition of the GAD (Gender and Development) approach at the Beijing Conference (1995). This approach focuses on the structural inequalities between women and men, as well as on the exclusion of women in the development process. In addition, assuming that all development policies have differential effects on women and men, the GAD approach stresses the

need for mainstreaming a gender perspective within the whole policy cycle including in evaluation. So, gender-sensitive evaluation, as a concept, is defined as a key tool for exploring the structural causes of gender inequalities and for determining the differential implications for women and men of development activities (De Waal, 2006). Therefore, it is based on feminist contributions to evaluation, their focus on the systemic and structural nature of gender inequality and their demand for more social justice (Bustelo, 2011; Sielbeck-Bowen et al., 2002).

This kind of evaluation has two key aims: to promote learning and accountability in relation to progress made in reducing gender inequality; and, as discussed below, to empower people to take part in society and politics (Espinosa, 2011; FIDA, 1995; Humphries, 1999).

More specifically, this type of exercise assumes that ‘any development intervention affects daily activities, resources, roles and responsibilities, opportunities and effective rights of the beneficiaries and, therefore, this intervention has to be evaluated by analyzing the impact (intended and unintended, positive and negative) on the lives of men and women’ (González and Murguialday, 2004: 2). So, gender-sensitive evaluation does not only seek to analyze the integration of women and the progress made in their situation, but also seeks to study the different starting situations of women and men and the different gender effects of the policies. The GAD approach assumes that to reduce inequality between women and men, it is crucial to consider existing gender relations.

In practice, a gender perspective has begun to be included in some evaluations of women-specific or gender-transformative interventions like mainstreaming strategies or women’s empowerment actions. However, despite the increase of gender-sensitive experiences, nowadays women-focused evaluation is still most frequently used when analyzing women-specific and gender-transformative interventions and when evaluating gender issues in any intervention (Espinosa, 2011; Hunt and Brouwers, 2003; NORAD, 2005). Additionally, when gender issues are included in evaluations, they tend to include a descriptive analysis of inequality but not a feminist approach to its structural causes and how to challenge them (Bamberger and Podems, 2002; Podems, 2010).

Below, the article describes the characteristics of gender-focused or gender-sensitive evaluation as a feminist evaluative model with considerable potential to improve development aid and promote gender equality. Later, the main difficulties faced by this type of exercise are presented.

Table 1. Women-focused Evaluation vs. Gender-focused Evaluation.

	Women-focused evaluation	Gender-focused or gender-sensitive evaluation
<b>First developments</b>	Early 90’s.	Late 90’s.
<b>Evaluated policy</b>	Originally, women-specific interventions. Nowadays, WID approach is also used also when including gender issues in the evaluation of any intervention.	Women-specific interventions or gender-transformative interventions - mainstreaming strategies or women’s empowerment actions. Less commonly, any intervention.
<b>Purpose</b>	Learning and accountability in relation to the inclusion of women in development processes.	Learning and accountability for progressing in reducing gender inequality. Empowering people to take part in social and political life.
<b>Criteria</b>	Situation of women before, during and after the development action. Participation of women.	Situation of women and men. Differential gender effects of development interventions.
<b>Object of analysis</b>	Women.	Gender relations.

Source: Espinosa, 2011, Hunt and Brouwers, 2003 and DAC, 1998.

## Main features of gender-sensitive evaluation

Experience has demonstrated that evaluation is an essential tool in ensuring that the intention to attend to gender issues does not evaporate during policy implementation. As noted above, it is a key tool for continuous improvement and accountability with respect to gender equality (Rodríguez et al., 1999). In particular, the gender-sensitive model – compared with dominant models characterized by their ‘gender-blindness’ – is crucial to measuring changes in gender relations; fostering greater and better equality between women and men; and, thus, promoting the quality of development assistance (ILO, 2007; Murguialday et al., 2008; UNEG, 2011; UN Women, 2011; World Bank, 2005).

This type of evaluative exercise is also empowering. First, additional to the purposes of learning and accountability, the gender-sensitive model seeks to enable the beneficiary population – women and men – to have more control and the ability to make decisions on issues that affect them directly (Humphries, 1999). Second, it aims to contribute to political and organizational changes towards more equitable external and internal practices (Rodríguez et al., 1999; Sielbeck-Bowen et al., 2002; World Bank, 2005).

Unlike women-focused practices, as discussed earlier, gender-sensitive evaluation implies the measurement of the different starting situations of women and men and the analysis of how the development actions contribute to reducing gender inequalities (Salle, 2003: 34). In parallel, this means the inclusion of the points of view of women and men in order to enrich development processes and ensure that both take part (Sierra, 2000: 96).

In the next section, the article discusses how to integrate this perspective (i.e. to mainstream gender), into the whole evaluative process according to the main methodological and feminist contributions.

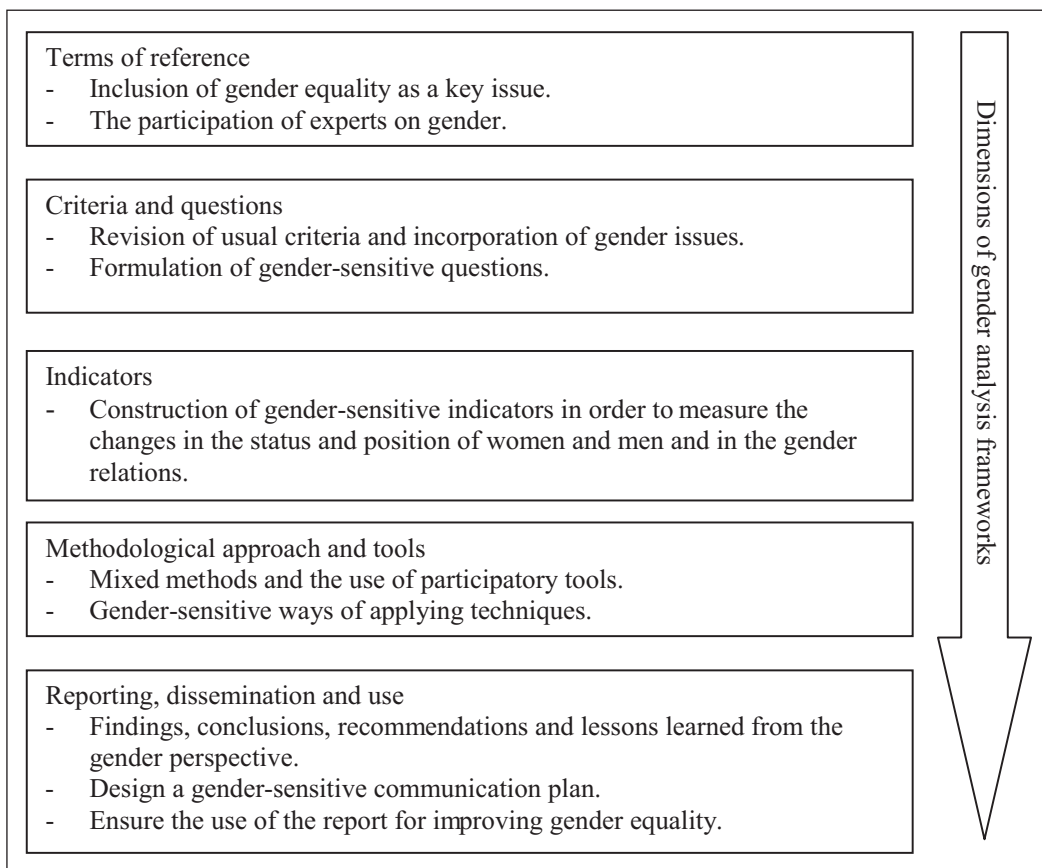
### *Gender-analysis frameworks as key tools for evaluation*

Gender-sensitive evaluation seeks to discover the structural causes of inequality between women and men in the context of intervention. Gender-analysis frameworks<sup>2</sup> – essential instruments for the analysis of gender inequality in the planning stage – can be key tools since they help to visualize the main areas in which gender inequality is produced and reproduced (De Waal, 2006; FIDA, 1995; Hunt and Brouwers, 2003; Ruiz-Bravo and Barrig, 2002).

The incorporation of these frameworks into an evaluation involves a transformation of its philosophy and, thus, an adjustment of the whole evaluative process (González and Murguialday, 2004: 2). First, it means studying the main gender dimensions where inequality is manifested (Hunt and Brouwers, 2003; Miller and Razavi, 1998; Moser, 1995; UNPD, 2001):

- the participation of women and men in public and private areas;
- women’s control of the use of their bodies;
- practical and strategic gender needs;
- different uses of time by women and men;
- and unequal access to and control over resources, benefits and services for women and men.

Second, it requires an awareness of the strong relationship between gender inequality and other forms of inequality. The inequality experienced by women, as compared to that experienced by men, is accentuated or reduced depending on its intersection with other forms of inequality (based on age, class, sexual preference, ethnicity, religion and so on). In this sense, gender inequality is understood within a framework of multiple inequalities (Bustelo, 2011).

**Box 1.** Mainstreaming gender in the evaluation process

Source: Espinosa, 2011, DFID, 2008 and CIDA, 2001.

In general, the use of gender-analysis frameworks (GAFs) guides actors to consider gender dimensions during the whole evaluative process, including the consideration of gender differences in terms of promoting the equal participation of women and men in the evaluation process. Specifically, the Terms of Reference (ToR) should require experts on gender to be in the evaluation team and gender equality be stressed as an important consideration. The use of a GAF will also involve rethinking what should be analyzed, what techniques and procedures to adopt as well as what type of report to create and how to disseminate and use it (CIDA, 2001; DFID, 2008; UNEG, 2011; UN Women, 2011).

In international-development evaluation, practice is usually based on criteria and the measurement of results through a set of indicators. Hence, a gender-sensitive analysis in this field should rethink the criteria, questions and indicators. Moreover, carrying out this type of exercise also implies adapting the methodological and technical procedures to the specifics of gender; ensuring the dissemination of the results to both women and men; and promoting the use of reports in favor of gender equality (De Waal, 2006; DFID, 2008; FIDA, 1995; UNEG, 2011, UN Women, 2011).

However, adopting gender-analysis frameworks does not always ensure a really feminist or gender-sensitive evaluation that is focused on the structural causes of gender inequalities. Sometimes the gender perspective evaporates during the evaluation process, while the use of such frameworks leads to a superficial analysis of the changes around equality, not an evaluation of the deep changes in terms of the objectives and outcomes (Cornwall et al., 2007; Mertens, 2009). So, putting on the feminist lens is fundamental to promoting a transformative and critical analysis of the evaluand. The following section presents some key proposals as to how to commission and undertake a really gender-sensitive evaluation as well as the main challenges faced when integrating the gender perspective into evaluation.

### *Gender-sensitive criteria and questions*

According to Sierra (2000: 97), in relation to criteria, a gender-sensitive evaluation ‘requires a reinterpretation of the criteria to allow for an analysis less focused on action and more focused on people and processes’. Specifically, it requires criteria that take into account the socio-cultural, economic and political structures generating gender inequality.

The five classic DAC criteria have been ‘criticized from the “gender analysis” [perspective] . . . for being too technical’ (González and Murguialday, 2004: 11). A gender-sensitive evaluation requires a revision of these criteria, including in relation to some critical issues related to dimensions of gender analysis. The redefinition of the DAC criteria<sup>3</sup> is presented:

- **Effectiveness:** A measure of the extent to which the intervention achieved its objectives, particularly in terms of the benefits achieved by women and men and without reference to the costs incurred to obtain them.
- **Efficiency:** Analysis of the degree to which gender equality results are achieved at a reasonable cost; whether the benefits have an equivalent cost for women and men; and whether these are allocated equitably.
- **Relevance:** A measure of the extent to which the intervention objectives are adjusted to attend to the different problems and needs of women and men. This criterion also focuses on whether the methodology adopted by the intervention helps women to perceive the limitations imposed on them and to overcome them.
- **Impact:** The contribution of the intervention to a broader policy on gender equality, to the sectorial objectives of equality and to the advancement towards equality on a long-term basis.
- **Sustainability:** The proportion of the achievements in gender equality that are maintained after the funding period. This is linked to the inclusion of strategic gender needs in the intervention and the ownership of it by women and men.

In addition to these five criteria, Sierra proposes incorporating the criterion of ‘quality of participation’ (2000). According to the author, the presence of women in some stages of development action does not ensure that their needs and points of view are effectively integrated or that their empowerment is enhanced. The quality of participation refers to the degree to which the ‘participation of women and men is accompanied by processes that lead to greater equality in living conditions and their relative position’ (Sierra, 2000: 96). Participation can range from simple passive reception to the forming of a group that identifies its needs and plans solutions.

Additionally, there is a growing emphasis on the need to include the gender perspective within the principles of the ‘Paris Declaration on Aid Effectiveness’ (Sierra, 2005): ownership, alignment, harmonization, managing for results and mutual accountability. The accountability mechanisms and the Paris Declaration principles currently have important shortcomings regarding the measurement and analysis of progress and challenges in terms of gender equality (Moser, 2007).



**Box 2.** Gender-sensitive evaluation questions

- Who are the beneficiaries? Women, men, both? Who benefit and who do not?
- Do women and men take part in the problem definition and the proposed solution?
- Is gender inequality identified as a central issue in the development action? How is gender inequality defined? How is gender inequality included in the intervention?
- Are the specific problems and needs of women and men recognised?
- Is there any strategy to boost gender equality in the development intervention? Is there any specific goal related to gender equality?
- What are the mechanisms adopted to strengthen women's participation in the intervention taking into account their traditional place in the home and their subordinate position?
- Are the different gender roles – reproductive, productive and community – considered?
- Is the different power of women and men in decision making considered in the intervention? Is an equal participation of women and men in public and private spheres promoted?
- Does the intervention promote women's empowerment?
- Does it encourage the control of women over their own bodies?
- Does the intervention take into account the different use of time by women and men?
- Does the intervention consider the unequal access to economic resources, political and cultural rights for women and men? And the unequal control over them?
- Does the intervention deal with the relationship of gender inequality with other types of inequalities related to ethnicity, sexuality, caste and so on?

Source: Adapted from UNPD (2001), Cracknell (2000), Dale (1998) and Bamberger (1997).

Moreover, and with respect to gender-sensitive criteria, evaluation questions should take into account the inequalities between women and men and assume that the effects of development interventions are often different for both sexes. Box 2 presents questions that should be considered when designing gender-sensitive evaluation.

### *Gender-sensitive indicators*

Gender mainstreaming in the evaluative processes also involves the construction of 'gender-sensitive indicators' or 'gender indicators' that specifically measure how the development action promotes gender equality. This kind of indicator tracks how the change affects the status and position of women and men and gender relations (CIDA, 1997; Hunt and Brouwers, 2003; Ocampo and Bello, 2004).

There has been considerable methodological development in this area with significant contributions from several donor agencies and research centers.<sup>4</sup> 'Gender-sensitive indicators' are, in fact, one of the most developed areas in international-development evaluation due to two main factors: at the macro-level, the elaboration of different gender-sensitive indexes<sup>5</sup> by the United Nations and the establishment of gender-equality objectives and indicators in the international-development agenda, especially the MDGs (Millennium Development Goal); and, at the micro-level, the emphasis on 'objectively verifiable indicators' which, according to the Logical Framework Approach, are an important element of all planning matrices.

Gender-sensitive indicators help explain manifestations of gender inequality that are often invisible in traditional indicators. For example, with respect to employment, gender-sensitive indicators include all types of women's work, paid and unpaid, often not considered in traditional indicators. The definition of gender-sensitive indicators is based on the gender dimensions of analysis using as a reference the specific characteristics of the analyzed subject. Gender indicators always provide information disaggregated by sex and, if possible, by age, socioeconomic level,



ethnic communities, among other variables, in order to obtain information on different sections of the population (Murguialday et al., 2008; Ocampo and Bello, 2004).

However, the construction of gender-sensitive indicators is not always an easy task. The issues of gender inequality, such as the poverty of women and their empowerment, are often difficult to measure and, therefore, it is necessary to design a set of qualitative and quantitative indicators. In addition, advances in gender relations are not always quantifiable and need the development of qualitative indicators that track changes in behavior and attitudes as well as the perceptions of women and men of their own process of change (CIDA, 1997; Moser, 2007; Murguialday et al., 2008).

Moreover, given the empowering nature of such processes, many authors suggest formulating indicators in a participatory manner in order to ensure the active involvement of women and men and their ownership of the evaluative process (CIDA, 1997; Murguialday et al., 2008; World Bank, 2005).

### *Methodological approaches and gender analysis tools*

The adoption of the gender perspective also involves a feminist approach to methodological designs and this usually results in a preference for qualitative and participatory methods (Humphries, 1999). Recently, however, methodological triangulation, or mixed methods, has become increasingly accepted and it is argued that the combination of quantitative and qualitative methods contributes to a better understanding of gender (Moser, 2007; Murphy, 1997; UNEG, 2011; UN Women, 2011). While the former provide key data on quantifiable gender differences, the latter allow for:

a more in-depth examination of social processes, social relations, power dynamics and the 'quality' of gender equality, all of which are difficult to measure with quantitative methods. (Moser, 2007: 11)

Because of the empowerment purpose of gender-sensitive evaluations, this combination of methods is often accompanied by the use of participatory tools. In many cases, tools come from gender-analysis frameworks and provide key information for the evaluation exercises. Among the most significant tools are: the activity profile; the decision-making participation profile; the practical and strategic gender needs profile; and the access and control profile. All of them can be used in participatory workshops and discussion groups and can be the basis for the application of other qualitative or quantitative techniques (González and Murguialday, 2004; Moser, 2007; Murguialday et al., 2008).

Besides the methodological approaches and specific tools used, the gender perspective includes applying the information-gathering techniques in different ways. In particular:

- women and men should be included in the sample or study population and the potential obstacles to women's participation should be addressed;
- the different time availability of women and men and their diverse needs and interests should be taken into account;
- an evaluation team with skills in working with men, women and diverse groups is required;
- the team should have the skills to enhance participation and ownership of the evaluative practice and not reinforce the traditional leadership and the concentration of power (González and Murguialday, 2004; Rodriguez et al., 1999; World Bank, 2005).

A participatory approach should be adopted to address the acute measurement problems facing gender-sensitive evaluation (Murguialday et al., 2008). In general, few published statistics differentiate between women and men and there is usually little sex-disaggregated data. In addition, 'men often assume that they can always speak on behalf of women' (Cracknell, 2000: 243). In some cases, direct contact with women could be difficult and often they do not express themselves

freely where there are men present. Without doubt, encouraging the participation of stakeholders and being aware of the informal rules of communication between women and men are crucial to the methodological design and measurement techniques.

### **Reporting, dissemination and use**

One result of mainstreaming gender in the evaluative process is a report which, along with other contents, includes advances and challenges regarding gender equality. As in previous phases, during the preparation of the report, the different dimensions of the gender-analysis frameworks are a crucial element. In line with this, the report should present an adequate gender analysis of the intervention. For example, one might think that an intervention benefits women and men because it promotes activities aimed at the male population and one might consider that resources are allocated equitably within the household. The gender perspective shows that, as pointed out by Amartya Sen, 'the home is an area of "cooperative conflict" where the willingness to work for family survival coexists with the conflicts generated by the conflicting interests of its members' (cited in Murguialday et al., 2008: 35). In this sense, a report from the gender perspective should stress the need to modify the logic of the intervention to make it more egalitarian.

Once the report is finished and has been shared with the stakeholders, the dissemination of findings and recommendations is a pivotal moment in encouraging learning and improvement. At this point, the design of a communication plan, which addresses specific models and communication spaces for women and men, is essential to ensure that the report reaches all those involved, both women and men. Along with the participation of stakeholders during the evaluation, this plan is crucial in the use of results and in the ownership of the process (DFID, 2008; ILO, 2007; UNEG, 2011; UN Women, 2011).

### **Conclusion: The main challenges of gender-sensitive evaluation**

Over the last two decades, the number of thematic evaluations on gender equality in international cooperation has increased while the need to build accountability and learning in this field has also been recognized. 'However, overall progress in incorporating a gender perspective into general evaluation of development assistance has been slow and uneven' (Hunt and Brouwers, 2003: 10). The growing interest in this kind of practice has not yet been converted into an in-depth analysis of gender dimensions in the evaluative processes where many improvements are necessary (Cracknell, 2000; De Waal, 2006; Espinosa, 2011; Murguialday et al., 2008).

Like other phases of the development policy cycle, gender mainstreaming in evaluation faces a different set of challenges associated with such diverse aspects as, among others, the lack of political will and limited institutional capacity on gender and evaluation; the use of women and gender as synonyms; and assumptions about the difficulty of measuring improvements in gender equality.

First, there is little political will to make gender equality a central issue in evaluation. Political decisions regarding what to analyze tends to marginalize this topic. Therefore, few evaluation systems include a gender perspective as a transversal analysis approach and it is only used in the evaluation of gender-transformative interventions (Hunt and Brouwers, 2003; Staud, 2003); this perspective is rarely integrated into the analysis of all policies and programs. On the contrary, if gender equality is not mentioned in the planning, it is treated superficially or ignored in the rest of the intervention phases. In practice, this issue is often considered secondary (Cracknell, 2000; DAC, 1998; Espinosa, 2011).

This lack of political will to mainstream gender issues translates into weak relevant institutional capability. There is usually no clear allocation of responsibilities and insufficient human and economic resources for gender-sensitive studies (Espinosa, 2011; Rodriguez et al., 1999).

The difficulties of integrating the gender perspective are linked to the use of 'gender' and 'women' as synonyms. The focus tends to be on women's participation in the intervention and on the improvements in the women's situation; little or no attention is paid to how the development action impacts on women and on men and how it changes unequal gender relations. In this way, the approach that is usually adopted focuses on women by using the term 'gender'; this approach ignores the relational component of gender and results in a poor analysis of inequality between women and men (Hunt and Brouwers, 2003, Rodriguez et al., 1999; Woodford-Berger, 2000).

Besides, there is a tendency to consider gender-sensitive evaluation as a difficult 'task of experts'. The measurement of gender-equality changes is considered to be too complex because a combination of qualitative and quantitative techniques is often required. This, together with an opinion on qualitative methods as not being 'precise' and 'scientific', means that gender issues are often relegated to the background (González and Murguialday, 2004; Rodriguez et al., 1999).

In addition, in those interventions which have not integrated the gender perspective in the previous stages, gender-sensitive evaluation suffers from the absence of baselines and other sex-disaggregated data as well as a small number of adequate indicators established in the planning stage. Therefore, the analysis of the effect of the interventions becomes difficult and this causes resistance to the study of changes related to equality between women and men (Espinosa, 2011; Hunt and Brouwers, 2003; Woodford-Berger, 2000).

In general, all these challenges to gender mainstreaming in evaluation reduce its transformative potential as a tool for learning and continuous improvement. As Ostergaard stressed in the early 1990s, the inclusion of gender issues in this phase 'can be crucial to motivating the agency staff to choose an approach in this sense' (1991: 277). Similarly, the gender-sensitive evaluation of policies and programs 'can ensure that the second phase includes the gender perspective' (Moser, 1995: 242).

Among the measures necessary for a gender-sensitive evaluation, we can highlight: the definition of gender-sensitive criteria; the development of gender questions and indicators; the participation of the diversity of women and men involved in the intervention; and, above all, sufficient time and resources to increase the analysis and depth of the evaluative exercises.

The gender perspective should be incorporated into the planning and management of interventions as well as undertaking specific staff training in gender. It is especially essential to inform donors and partner countries of the important relationship between gender equality and other development goals such as poverty reduction, environmental sustainability, democratic governance and the achievement of human rights (Espinosa, 2011; Hunt and Brouwers, 2003; Woodford-Berger, 2000).

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## Notes

1. 'Gender and evaluation' was a key issue in the *3rd ReLAC – Latin American and the Caribbean Network for Monitoring, Evaluation and Systematization – Conference* (Costa Rica, July 2010), the *9th European Evaluation Society International Conference* (Czech Republic, October 2010) and the *Evaluation Conclave. Making Evaluation Matter* (New Delhi, October 2010).

2. 'Gender analysis' is an analytical tool for identifying gender inequalities in order to design gender-transformative actions. Different frameworks of 'gender analysis' were developed from the 1980s in the field of international cooperation (Miller and Razavi, 1998; UNPD, 2001).
3. The new definition of the DAC criteria presented in this article, redefined from the gender perspective, is based on González and Murguialday (2004), Lopez and Sierra (2001) and Sierra (2000).
4. Within international development, the main references related to gender-sensitive indicators are Moser (2007), Ocampo and Bello (2004) and CIDA (1997). Also, there has been extensive development of gender indicators within the following sectors of intervention: health, education, humanitarian action, etc.
5. UNDP has extended its work on the Human Development Index to include a country-level index of gender development, and a country-level index called the gender empowerment measure. The gender development index compares women's and men's life expectancy, educational attainment and income. The gender empowerment measure concentrates on gender differences in income, access to jobs classified as professional and technical and administrative and managerial, and the percentage of parliamentary seats held by women and men (UNPD, 1995).

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