

eVALUation Matters

A Quarterly Knowledge Publication on Development Evaluation

An abstract painting of a face, rendered in a style reminiscent of African art. The face is composed of thick, layered brushstrokes in a wide array of colors including red, yellow, green, blue, purple, and brown. The features are stylized and somewhat obscured by the swirling patterns of the paint. The overall effect is one of depth and complexity.

Gender in Evaluation Volume 1

Fourth Quarter 2018

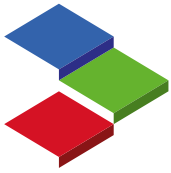


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eVALUation Matters

Is a quarterly publication from Independent Development Evaluation at the African Development Bank Group. It provides different perspectives and insights on evaluation and development issues.

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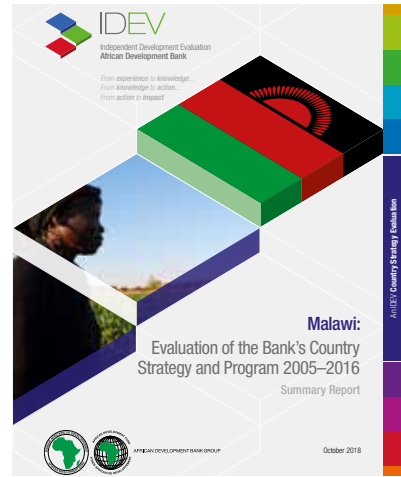
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Fourth Quarter 2018

The literature on gender-responsive evaluation recommends going beyond the usual practice of just capturing sex-disaggregated numbers of beneficiaries or presenting average figures of the effects of interventions on women in general. Some promising ideas are related to the need to undertake a sound contextual analysis in order to craft gender indicators, also including men and looking at the effects on different categories of women (intersectionality perspective). It is also advised to go beyond the usual measures of economic empowerment, by encompassing issues such as reproductive health, legal and family codes, and tackling issues of voice.

This edition seeks to answer questions such as: what types of evaluation approaches and methods have shown promising results to meaningfully include gender in evaluation?; what type of information should evaluations raise in order to assess the different impacts of development interventions on women and men at all levels?; and how could evaluation approaches support the change in mindsets required to attain wider societal impacts (transformative Gender Equality and Women Empowerment practices)?



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“Since gender is a social construct, it is important to understand this context in order to be able to adopt an evaluation plan that is adequate not only for data collection but also for understanding the results and their use to improve the everyday life of women, children, the elderly and other vulnerable groups.”

Alexis Loye

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Editorial Calendar

Q1 2019

Gender in Evaluation
(Volume 2)

Q2 2019

Best practices and innovation in evaluation

Q3 2019

Made in Africa Evaluations

Call for contributions:

We are currently accepting submissions for the third quarter 2019 edition of eVALUation Matters, which will focus on "Made in Africa Evaluations". Detailed instructions and editorial guidelines are provided here: <http://idev.afdb.org/en/document/call-contributions-evaluation-matters-3rd-quarter-2019-edition>



Find eVALUation Matters at <http://idev.afdb.org/en/page/evaluation-matters-magazine>



From the Acting Evaluator General's Desk

- ▶ The topic of gender and evaluation is very current in the evaluation community, and was given an additional impetus by the “no one left behind” imperative of the SDGs. It is also a topic which solicits a lot of interest, both within the evaluation community and beyond – in governments, parliaments and civil society, for example. The richness of the contributions that we received for this edition of *Evaluation Matters* was such that we decided to split it into two volumes – all the more food for thought!

IDEV has also been working with this topic for some time now. This edition is a follow-up to its previous work on the subject: an evaluation synthesis on [gender mainstreaming](#), an issue of *Evaluation*

Matters on [gender inequality](#), and joint work with other multilateral evaluation offices in the framework of the [Evaluation Cooperation Group \(ECG\)](#). We have also organized several gender related capacity development and knowledge sharing events, such as an Evaluation Community of Practice discussion on “mainstreaming gender into evaluation”. At the [2018 AfDB Evaluation Week](#), we organized a professional capacity development workshop on gender and evaluation for AfDB staff and evaluators working in and around Abidjan, Cote d’Ivoire.

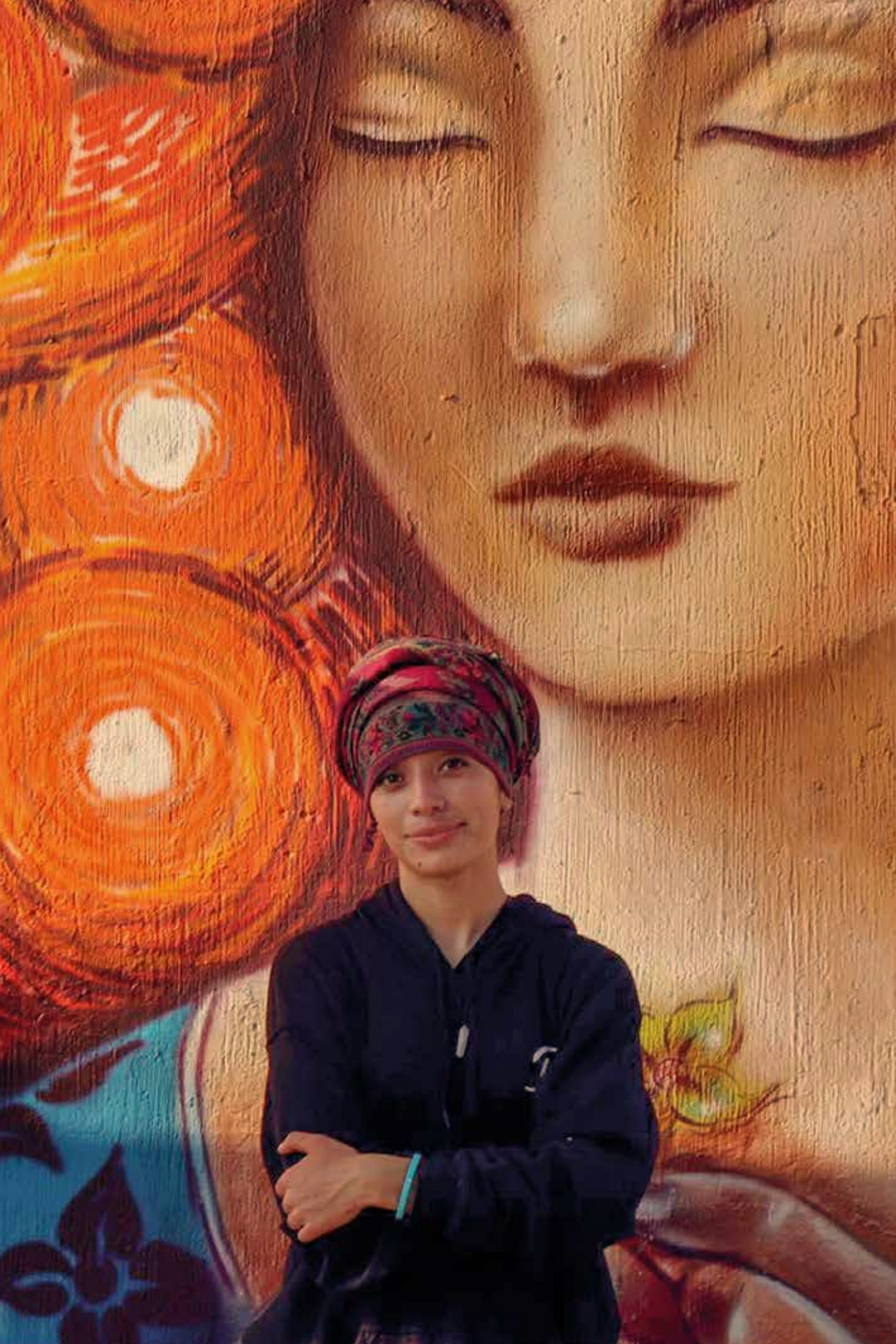
"The question we now ask is: how can we make evaluation truly gender-responsive?"

The question we now ask is: how can we make evaluation truly gender-responsive? The relevant literature recommends going beyond the usual practice of presenting sex-disaggregated data (such as numbers of beneficiaries) or average figures on the effects of interventions on women in general. These approaches do not systematically monitor the transformation of gender relations that evaluations aim to assess. Best practices in Gender-Responsive Evaluation (GRE) call for the need to undertake sound contextual analysis and gender analysis in order to identify baseline gender gaps and to craft gender-sensitive indicators. These indicators should also reflect dimensions that are applicable to men, and highlight the effects of the intervention being evaluated on different groups of women. GREs therefore not only look at women's progress, or lack of it, but also at the evolution of the inequality gap between women and men.

“Gender with an intersectional perspective” goes one step further. It looks at broader social inclusion aspects, such as the combination of gender and age, ethnicity, location, or income level, among others. Furthermore, for a comprehensive view of how structural inequalities have been addressed, factors such as education, reproductive health, legal and family codes, and issues of voice and agency, should be considered in addition to the usual measures of economic empowerment used in the context of Multilateral Development Banks.

This edition of Evaluation Matters seeks to contribute to the debate around some of these questions, including: what types of approaches and methods that meaningfully include gender in evaluation have shown promising results? What type of information should an evaluation seek in order to assess the different impacts of development interventions on women and men at all levels? How could evaluation approaches support the change in mindset required to achieve wider societal impacts (transformative gender equality and women's empowerment practices)?

In this first volume, we start by presenting efforts to mainstream gender into projects and programs and their evaluations. Michael Bamberger presents key GRE features and how they are addressed by MDBs. He summarizes the main messages of a recently published reference document



on integrating gender into [project-level evaluations](#). IDEV led the task force that developed the document. Gisela Garcia and Elena Badarsi then share the experience of the Independent Evaluation Group of the World Bank, which uses a “gender flag” during the validation of self-evaluation completion reports. This system tracks gender results in projects and enhances evaluator awareness of gender and distributional impacts. Apolo Kyeyune from the AfDB’s Gender Division explores recent efforts to strengthen gender mainstreaming in the AfDB’s operations via the Gender Marker System which categorizes Bank operations based on their potential impact on gender equality.

Continuing on the theme of using GRE approaches from and in Africa (which we will explore further in the second volume of this edition), Alexis Salvador Loyé from Laval University presents the GRE experience in French-speaking Africa, with special emphasis on evaluation of the SDGs.

Finally, Donna Podems from the University of Johannesburg proposes concrete guidance on how to implement feminist evaluation as one of the approaches that any evaluator should have in their toolbox.

We hope that this edition will inspire a collective reflection to push this important agenda forward at different levels. Enjoy the reading and please share any comments you may have with us!

About the Acting Evaluator General

Mrs. Karen ROT-MÜNSTERMANN is the Acting Evaluator General of the African Development Bank. She joined IDEV in 2014 as manager of its Knowledge Management, Outreach and Capacity Development Division, after spending five years at the Bank’s Resource Mobilization and Partnerships Department, where she was among others responsible for coordinating the three-yearly ADF replenishment processes. Before joining AfDB in 2009, Karen was a Senior Policy Advisor at the Dutch Ministry of Finance (Treasury, Foreign Financial Relations Department). She holds degrees in Political Science, European Studies, and Economics.

Key Messages from “Integrating Gender into the Evaluation Programs of Independent Evaluation Offices”

The Gender Practitioners Community of Practice brings together the perspectives of evaluators from International Financial Institutions (IFIs) that are part of the ECG. This network aims to improve the methods and the quality of evaluations by promoting and participating in initiatives to exchange knowledge and stimulate a discussion on the approaches, challenges, and solutions to integrate gender in evaluation. This article summarizes the main messages of the ECG Reference Document which was inspired by the work of the Gender Practitioners Community of Practice of the Evaluation Cooperation Group (ECG) “Integrating Gender into project-level evaluation”, accessible at <https://www.ecgnet.org/document/integrating-gender-project-level-evaluations-main-report>.

Michael Bamberger, Independent Consultant

While most development agencies and multilateral development banks, include gender equality as a development objective, and recognize the differential impacts of development interventions on women and men; the Gender Practitioners Community of Practice of the ECG recognized that most development evaluations do not adequately address issues relating to gender equality. Agencies vary considerably in terms of their level of experience in gender evaluation: some agencies are just starting to address these questions and do not yet have a clearly defined approach on how to address gender, others recognize the importance of gender but are still exploring cost-effective ways to incorporate these issues into the current evaluation program.

Many operations departments, even if aware of the importance of gender, struggle to find cost-effective ways to collect the additional information that would be required to conduct these types of evaluations. However, even agencies that have a strong commitment and more experience in addressing gender, often

find that there is distinction between the small number of evaluations which are specifically defined as gender-responsive, and the majority of evaluations where gender is not the central focus of the evaluation. For all of these different reasons, it was acknowledged that, with some important exceptions, very few evaluations adequately address gender.

"The experience to date of the gender teams indicates that most, if not all, agencies recognize the need for a stronger and more systematic focus on gender in their evaluations".

While gender responsive evaluation (GRE) is still at an early stage in many agencies, it was recognized that significant and steady progress is being made. Several case studies, included in the report, illustrated some promising approaches. It was also ▶▶



► recognized that cooperation among the gender units of different agencies is a major resource that should be fully exploited, as well as the collaboration between independent evaluation and gender units. It was acknowledged that this report provides a useful reference source of tools and techniques on which to build.

Some of the key messages from the report are the following:

How gender is addressed in development programs

1. Achieving economic and social development goals requires that gender equality issues are fully addressed. The economic efficiency of many programs is significantly reduced when measures are not taken to ensure that women's entrepreneurial, organizational and socio-cultural resources and needs are fully addressed. Furthermore the economic and social rate of return on development programs can significantly increase when gender issues are adequately addressed.
2. Even when gender is addressed in program design and evaluation, the range of issues addressed is often very narrow. In many cases the gender indicators to be evaluated are derived from the project results framework, where gender indicators are often narrowly defined and often only include quantitative indicators relating to, for example, measures of participation in community organizations coordinating the project and access to quantitative project benefits. Many evaluation teams reported that (a) they are usually not consulted when the results framework is being defined, and (b) they are frequently discouraged from looking at the broader range of indicators (access to and control of productive resources, participation in decision-making at the family, community and broader levels, freedom from sexual-based violence)

considered necessary for a rigorous gender analysis. There is a clear need to incorporate consultative and other mechanisms to broaden the boundaries of how gender issues are addressed in program evaluation.

3. Evaluation offices often have a marketing role to convince key stakeholders inside and outside the agency that gender issues are important, that they must be addressed in order to achieve development objectives, and that there is a significant value-added of including a gender focus.

Methodological and strategic considerations

4. It was agreed that the integration of gender in program evaluation requires a step-by-step approach, and that it is critical to raise awareness of the importance of gender and the value-added of investing scarce evaluation resources in the probably more expensive and complex gender evaluations. The following are often the steps in the process:
 - a. Disaggregating available indicators (school enrolment, use of health facilities, access to microcredit) by sex. This is a simple and economical way to identify gender differences and to raise awareness that gender issues can be important.
 - b. Identifying "quick wins" ("low-hanging fruit") where there are economical ways, that do not place a burden on operational staff to identify gender issues that are operationally important. An example cited was the analysis of differences in post-harvest loss between male and female farmers due to women's more limited access to means of transport to get produce to market. This ►

- ▶ information is usually easy to collect and has important implications for agricultural production.
 - c. Incorporating into the evaluation framework some of the widely-used gender analysis issues and indicators such as access to and control of productive resources, time-use etc.
 - d. Incorporating on a selective pilot basis, some of the broader concepts of feminist evaluation relating to power structures, mechanisms of social control, gender-based violence.
5. Another key message was that while there are specialized gender-responsive tools, most gender-responsive evaluations largely draw on all of the conventional quantitative, qualitative and mixed methods evaluation tools. However, whichever data collection and analysis tools are used, there are a set of guiding principles that must be followed. These include:
- a. Recognition that GRE does not just focus on women but examines the differential impacts of development interventions on women and men, and on the relations between women and men – as well as taking into consideration factors such as age, marital status, ethnicity, religion and physical and mental disabilities.
 - b. While much of the focus will be on the additional burdens faced by women in many cultures and sectors, it is important to adopt a broader focus and to understand the changing relationships between women and men as a result of economic and social change, and to recognize that certain groups of men may also be negatively affected by the processes of change.
 - c. Focus on removing barriers to equity, equality, human rights and social and economic empowerment.
 - d. The use of participatory and consultative approaches; and the use of mixed methods designs.
6. A key element (goal) is to be able to demonstrate the value-added of a focus on gender. Gender-responsive evaluation will always involve some economic and organizational costs, so it is important to demonstrate to management that the benefits, in terms of greater achievement of development objectives, will ▶▶



- ▶ significantly outweigh the costs. This is particularly important for agencies that use economic or social rates of return in assessing project viability.
7. From a strategic perspective, there are different ways that GRE can be incorporated. Several approaches can be used simultaneously in different evaluations, or the long-term strategy may be to move systematically towards the integration of gender into all or most evaluations.
 - a. A single evaluation that takes advantage of funding opportunities or an agency's interest in responding to a particular matter or challenge and where there is no immediate plan to broaden the gender focus of the whole evaluation program.
 - b. An opportunistic approach that builds on the previous approach with the intention of testing the viability of different approaches with the goal of gradually institutionalizing a gender strategy for all or most evaluations.
 - c. Gradually incorporating, possibly over several years, a gender dimension into all evaluations.
 - d. Identifying a sub-set of evaluations that will focus on gender and that will gradually incorporate some of the more specialized gender evaluation tools.
- a. The continued perception among some agency staff that while gender is important in sectors such as education and health, sectors such as transport, energy and enterprise development are "gender neutral", so there is no need for GRE. How can staff in these sectors be convinced of the relevance of gender?
 - b. The fact that GRE normally increases the cost and complexity of the evaluation and may also create additional hurdles for the evaluation office if it has to request additional data or time from very busy operational staff. How can staff be convinced that the extra costs and effort is justified because there will be a significant value-added to the evaluation?
 - c. A key argument supporting GRE is that understanding and addressing differential impacts of development on women and men will improve the economic and social performance of development interventions. What kind of methodology should be used for calculating the economic and social rate of return on gender-responsive programs, compared to interventions that do not take gender into consideration?
 - d. Resistance from staff who in the past have only worked with conventional quantitative evaluation methods and may feel uncomfortable having to work with new methodologies. How can staff be helped to incorporate the new GRE methods?
 - e. The fact that GRE is often perceived as being linked to "feminist" political agendas, which some staff may not understand and/or find threatening. GRE is in fact based upon a set of values concerning social justice and gender equality. How can we encourage discussion around these values?

Challenges and next steps

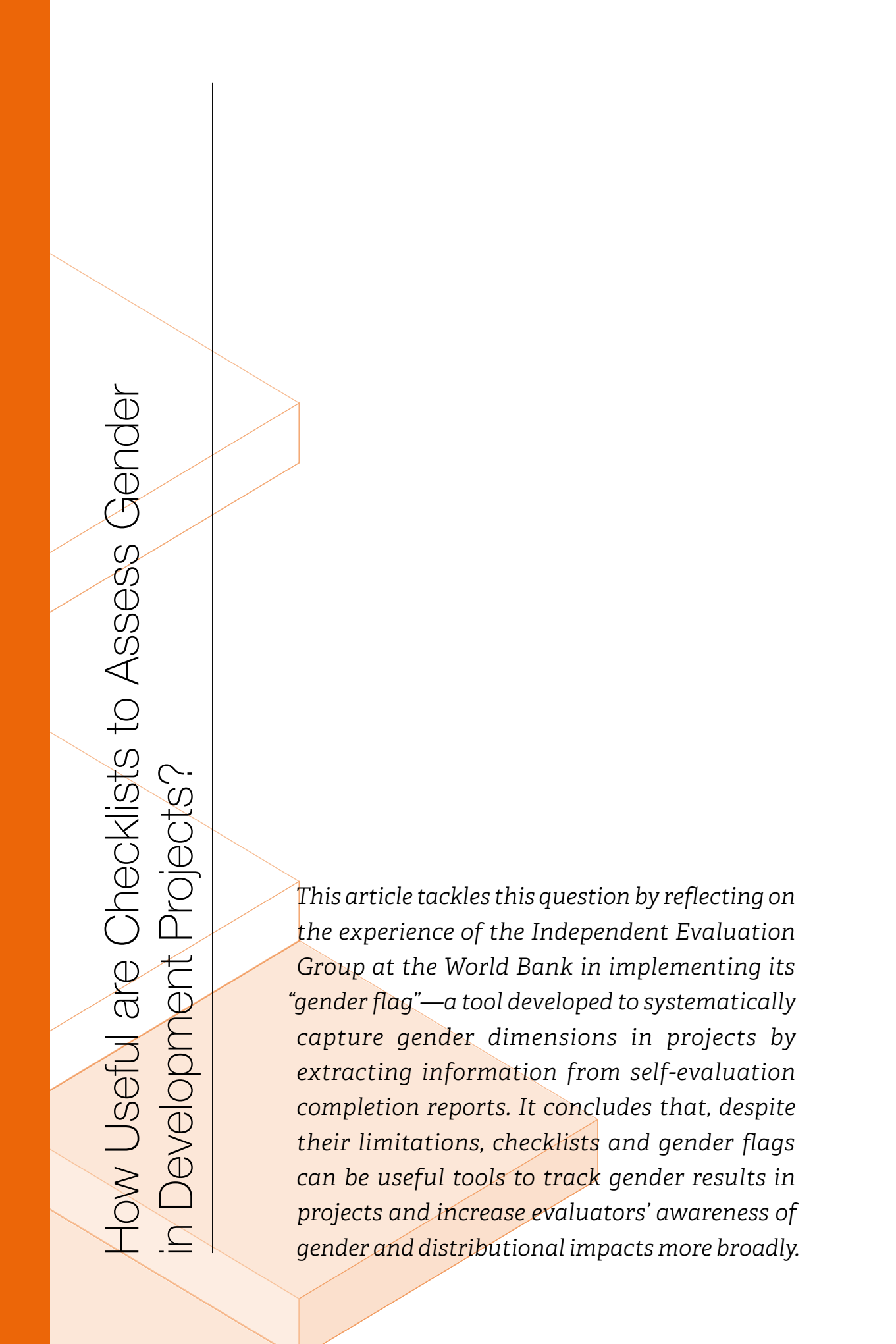
The experience to date of the gender teams indicates that most, if not all, agencies recognize the need for a stronger and more systematic focus on gender in their evaluations. However, there are a number of challenges to be addressed. These include:

Author's profile

Michael Bamberger has been involved for over forty years in the evaluation of development programs in Africa, Asia and Latin America. His focus has been on poverty, social exclusion, gender equality and women's empowerment, urban development and evaluation methodology. He has taught and written extensively on how to conduct methodologically sound evaluations when working in real-world development contexts. Over the past few years he has worked on the opportunities and challenges for integrating new information technology into the evaluation of development programs.



He has been on the faculty of the International Program for Development Evaluation Training (IPDET) since 2001, and is on the editorial board of several leading evaluation journals. His recent publications include: "Dealing with complexity in the evaluation of development programs", "Integrating big data into the evaluation of development programs", "RealWorld Evaluation: working under budget, time, data and political constraints", "Evaluating the Social Development Goals (SDGs) through equity-focused and gender-responsive evaluations.", and "Big data analytics and evaluation: optimism and caution" (in press).



How Useful are Checklists to Assess Gender in Development Projects?

This article tackles this question by reflecting on the experience of the Independent Evaluation Group at the World Bank in implementing its “gender flag”—a tool developed to systematically capture gender dimensions in projects by extracting information from self-evaluation completion reports. It concludes that, despite their limitations, checklists and gender flags can be useful tools to track gender results in projects and increase evaluators’ awareness of gender and distributional impacts more broadly.

Elena Bardasi and Gisela Garcia, Independent Evaluation Group, World Bank Group

The World Bank Gender Flag: Rationale for the Use of Gender Checklists

Over the past 17 years, the World Bank Group has made much progress in advancing the gender agenda. Gender is currently one of the most prominent corporate objectives. The 2015 World Bank Group gender strategy “sets more ambitious targets, establishes a new methodology for measuring progress, and outlines an agenda for new frontier areas in which our impact might be transformational. It moves away from the concept of ‘mainstreaming’ toward focusing on proven interventions that achieve tangible results” (World Bank Group 2015, 1).¹ Achieving gender equality is recognized as a key component of eradicating poverty and attaining shared prosperity and inclusion. Its importance is reiterated under the IDA18 replenishment and the recent World Bank Group capital increase.²

How do we know if the institution is making headway in advancing gender equality in its work? In response to the renewed focus on gender, the Independent

Evaluation Group (IEG) of the World Bank Group adopted a strategic plan to improve the integration of gender across its evaluation work (Box 1). The main objective of this plan is to identify viable approaches to integrate gender into the evaluation of strategies and operations systematically, so that specific gender results can be assessed and documented.³

“Checklists like the gender flag adopted by IEG are useful tools to assess more systematically whether, and how well, gender issues have been addressed in country program frameworks, sector programs, or projects”.

IEG produces Implementation Completion and Results Report Review (ICCRs). These are independent, desk-based validation reports that mostly rely on the information included in Implementation Completion and Results Report (ICRs)⁴. Although gender elements are often relevant dimensions of a project, they may go ▶

BOX 1. GENDER AND THE INDEPENDENT EVALUATION GROUP'S MANDATE

In its role of independent evaluator of World Bank Group activities, the Independent Evaluation Group (IEG) is tasked with assessing results of projects and programs, including results on closing gender gaps and assessing the effectiveness of Bank Group strategies, including its strategic approach to gender. IEG evaluates the activities of the World Bank (the International Bank for Reconstruction and Development and International Development Association), the International Finance Corporation's support in private sector development, and Multilateral Investment Guarantee Agency guarantee projects and services “to provide an objective assessment of the results of the Bank Group's work and to identify and disseminate lessons learned from experience.”

In 2015, IEG committed to documenting gender features in projects at the time it produces the Implementation Completion and Results Report Review—an independent, desk-based, critical validation of the evidence, content, narrative, and ratings included in the World Bank's Implementation Completion and Results Report.

Learn more at <http://ieg.worldbankgroup.org>.



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- unreported in the ICRR even when the ICR provides pertinent information.

This is because the current ICRR guidelines do not explicitly require evaluators to report on gender outcomes or discuss gender-relevant project's features unless these elements are central to the operation. When the project development objectives (PDOs) have a clear gender goal—for example, increasing gender equality, closing gender gaps, or achieving specific results for women or girls—project ratings will (also) depend on gender performance. In this case, the ICR needs to provide evidence of results and the IEG evaluator can assess explicitly. But these cases are rare—less than 5 percent, according to an IEG review conducted for the Results and Performance of the World Bank Group 2015 (World Bank 2016a). Most of the time, gender aspects are “secondary” elements that may not have been fully developed in projects or may have produced unintended effects.⁵ For this reason, even when the ICR includes some discussion on gender dimensions, these results may not be recognized and reported by IEG evaluators.

IEG introduced the gender flag to systematically document the gender features of individual projects, even those that may be expected, given the nature of the project, but are not fully acknowledged in the ICR. A gender flag is essentially a checklist produced for each project-level validation report. Generated at the same time of the ICRR by the same evaluator, the gender flag is not formally part of the ICRR but is an internal supplement that aims to capture information about the project's activities and results related to gender and identify missed opportunities, given the nature of the project.

In addition to capturing gender results, the gender flag can facilitate better reporting of distributional impacts in the ICRR. Generally, all projects have distributional

impacts—whether they acknowledge it or not. Impacts may be expected to differ by gender but also by poverty level, ethnicity, geographical location, migration status, and so on. The ICR often does not report outcomes by categories of beneficiaries, but as general averages that are completely uninformative of distributional impacts. The gender flag may facilitate a more comprehensive and critical reporting of distributional impacts in the ICRR, whereby the evaluator is able to garner evidence of differential impacts for different groups when it exists or to comment on its absence.

Improving gender information in ICRRs is fundamental as ICRRs are the building blocks of many other IEG products. By ensuring more systematic reporting on gender results in validation reports, other evaluation products, such as thematic evaluations, country evaluations, synthesis papers, and the Annual Results and Performance Report, benefit as well.

What Useful Information Can a Gender Flag Provide?

The gender flag organizes any information on gender provided by the self-evaluation report (ICR) under four main headings. It captures (i) whether gender is a relevant aspect of the PDO or of one of the project components, (ii) whether the ICR reports sex-disaggregated or female- or male-specific indicators, (iii) whether there are indicators that could have been sex-disaggregated and were not, and (iv) whether the ICR discusses other specific gender issues. Evaluators need to use their experience and exercise their individual judgment to spot omissions. They are called on to determine whether the PDO or any of the project components are missing relevant gender dimensions (either at design or restructuring). For example, a project facilitating access to finance is expected to have a ►►

► specific strategy to reach out to excluded groups—women being one of those. Also, evaluators are asked to determine whether there are indicators that could have been sex-disaggregated but were not or relevant indicators that were missing.

The IEG gender flag can help to take stock of the type of gender indicators included in the projects' results frameworks and assess their usefulness and relevance. A review of the IEG gender flag found that (i) **outcome gender indicators** are much less frequent than **output gender indicators**; (ii) person-level indicators are not systematically **sex-disaggregated**,⁶ even when this could be technically possible; (iii) most gender indicators relate to **women or girls only**, much more rarely to men or boys and very infrequently capture gender gaps; and, (iv) the use of the **female beneficiaries** indicator is increasing, but this indicator is often not meaningful (for example, in cases where communities or geographical areas are targeted—such as in infrastructure projects—the percentage of female beneficiaries is often reported as 50 percent). On the positive side, the IEG review found that when gender-relevant outcomes indicators are included in results frameworks at design or restructuring, they are often reported at completion (World Bank 2016a).

The components of the flag that generate quantitative information (for example,

presence or absence of gender in the PDO in project activities and in results frameworks) are useful for regular aggregated reporting. Statistics from the gender flag have been included in the past three issues of the Results and Performance of the World Bank Group, the IEG annual flagship report. Monitoring the level of gender inclusion in projects keeps the Bank Group focused on the implementation of the gender agenda.

The gender flag has also been used for major thematic evaluations and learning exercises, typically in combination with additional information. For example, the evaluations of the Bank Group's support for water supply and sanitation services (World Bank 2016b), urban transport (World Bank 2017a), and higher education (World Bank 2017b) used the gender flag and its template to extract information on gender from the respective portfolios. The gender flag has also been presented and discussed in evaluators' forums as a tool to improve the assessment of gender issues by independent evaluation offices.

Limitations of the Gender Flag

The gender flag is a standardized and limited tool to collect information and cannot respond to specific evaluation needs. Evaluation teams of major thematic evaluations will need to adapt this tool to their case and use ►



► more refined approaches to gather additional information. For example, an IEG evaluation of World Bank support to rural nonfarm economy used a more sophisticated screening tool to review project appraisal documents and determine (i) whether both men and women were consulted to inform project design; and (ii) whether a gender diagnosis was conducted to understand the relationships between men and women, their roles, their access to services, markets or assets, and limitations and opportunities to address these aspects (World Bank 2016c).

For closed projects that incorporated gender indicators at design, the above-mentioned evaluation also assessed the benefits accrued by women and men, by analyzing the value chain and reported social and economic outcomes. The citizen engagement evaluation analyzed how inclusive mechanisms for the engagement of women and other vulnerable groups are, by adding a screening field like the gender flag in the portfolio review template (World Bank 2018).

The fact that both the ICCRs and the gender flag rely on information from the ICR is a critical limitation - there is no option for collecting new evaluative material. Therefore, the gender flag cannot capture gender results unless these are reported by project teams. Often, however, reporting of gender results has multiple

limitations. Project teams favor narrative reporting over quantitative statistics; and, there is a systematic bias in favor of success stories. Generic statements, anecdotes, and plausible (but not quantified) impacts are often included in ICRs, but these are not particularly informative.

It is important to recognize upfront that the information provided by the flag may suffer from several biases. If the flag does not identify any gender impact, it is difficult to distinguish whether this is because

- the project did not generate any (either because it was not aiming to or because it simply did not), or
- no impact was reported in the ICR, or
- the evaluator did not discern any impact (either because he or she did not pick up information present in the ICR or refrained from commenting on missed opportunities).

Spot checks are required to detect some of these biases and other validation exercises are needed to obtain more detailed data.⁷

Although some elements of the flag are easy to check and report on, other aspects may be challenging for evaluators, especially those who are not familiar with gender and distributional issues. For example, detecting omissions may ►



► require knowledge of the theoretical and empirical literature on a specific topic, especially with reference to gender issues, and an understanding of contextual elements, including gender norms and roles in the specific country. Evaluators may quickly define gender aspects as “not relevant” in a given project because they are not able to fully appreciate its distributional implications. Evaluators may find the questions of the flag that require his or her subjective assessment too daunting and skip them altogether. Evaluators sometimes misinterpret the essence of “gender information” and equate, for instance, “gender” with “women,” not recognizing that gender has to do with gender relations and gender gaps. Missing information in the gender flag, however, may be due to the poor quality of the ICR, and not necessarily due to the poor attention or gender skills of the evaluator.

Implementation Challenges

Because 400 ICRRs are produced annually, ensuring good implementation of the gender flag is no easy task. Communication, training, monitoring, and evaluation of the gender flag are activities that require time and resources but are essential to produce reliable information.

The gender flag relies on the ability (and willingness) of the evaluator to assess and report the gender information included in the ICR, comment on the appropriateness of the chosen indicators, and signal omissions. Our reviews of the gender flag suggest that evaluators have difficulties, particularly in identifying how relevant gender is to a project (for the PDO, the project activities, the indicators) and are reluctant to make a judgment call; therefore, missed opportunities are frequently not reported in the gender flag. Training on the gender flag (currently delivered at every ICRR training session) is

essential to provide examples and increase the confidence of evaluators.

Monitoring of the gender flag is challenging. The gender flag is not part of the formal validation process and is not checked during the standard ICRR quality assurance process; the IEG gender team is not able to ensure regular monitoring. As a result, evaluators may not get the immediate feedback they need to make sure they are accurately capturing gender information.

Conclusion: More Attention to Gender Indicators During Design Is Essential to Capture Gender Results

Evaluation offices are increasingly keen on mainstreaming gender in evaluation rather than producing occasional assessments of the implementation of gender strategies. Checklists like the gender flag adopted by IEG are useful tools to assess more systematically whether, and how well, gender issues have been addressed in country program frameworks, sector programs, or projects (ECG 2017). This is a first step to allow for regular harvesting of gender information, which can be fed across evaluation products.

A gender flag that captures sex-disaggregated and gender-relevant indicators in self-evaluation reports can be very helpful in advancing the discussion of what good indicators for measuring gender results are. Operational teams and monitoring and evaluation specialists are constantly struggling for adequate measures of gender gaps and gender equality. Reflecting on what we currently measure is an important first step to understand how to improve. This is particularly critical outside of human development sectors, such as education or health, where traditionally there has ►

► been more attention to measure gender dimensions. Infrastructure projects, for example, are often perceived to be benefiting the whole community, with little asked about who may be benefiting more, or differently, than others. Some level of

engagement with operational teams could help improve the currently used indicators at the stage when results frameworks are designed—a very concrete and useful contribution evaluation should aspire to make.

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Endnotes

1. Announcement of the new gender strategy, December 17, 2015. <https://hubs.worldbank.org/news/Announcement/Pages/New-Gender-Strategy-Launched-16122015-173318.aspx>
2. Gender is a special theme of the International Development Association (IDA) 18 replenishment. Under IDA18, the World Bank Group commits to target remaining first-generation gaps in human endowments, in particular maternal mortality and gaps in secondary educational attainment. Policy actions will also help remove constraints for more and better jobs for women; support women's increased access to financial services and control over assets; build the evidence base and increase operations that address issues of voice and agency, especially in fragile countries; and enable country-level action for more and better data and evidence (IDA 2016).
3. See IEG Guidelines on Integrating Gender in Evaluation (Bardasi and Garcia 2016).
4. For the preparation of the Implementation Completion and Results Report (ICR) Review, evaluators also refer to the project appraisal document, the legal agreement, the documentation related to restructuring (if applicable), and the relevant country assistance strategies. The ICR is, however, the chief source of evidence.
5. The gender analysis conducted for the Results and Performance of the World Bank Group 2015 distinguished between projects that may have the potential to positively influence gender inequalities and biases, those that may have the potential to damage gender relationships or worsen biases, and those that may take advantage of behavioral differences between men and women to amplify the project's impact. At the design stage, projects may take advantage of these channels for gender impacts and integrate some activities or indicators. Or projects may ignore these potential effects, but gender impacts may be produced anyway.
6. Person-level indicators are indicators that can be meaningfully collected for a single individual (such as education level) as opposed to the household (such as dwelling characteristics) or the community (such as the size of the village).
7. The Independent Evaluation Group has conducted ad-hoc reviews of gender flags by checking them against the ICR. Efforts are ongoing to detect evaluator effects and find appropriate solutions, including improving the training.

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Authors' profile

Elena Bardasi is a Senior Economist with a background in labor, poverty, and gender. She has worked at the World Bank since 2003 and in IEG since 2012, where she recently completed the [Citizen Engagement Evaluation](#). She was also the task-team leader of two major learning reports on the [Impacts of Community Driven Development Interventions on Women's Empowerment](#) and [Social Safety Nets and Gender](#), and of the thematic chapter on gender in the [2015 Results and Performance Report of the World Bank Group](#). As IEG thematic coordinator for gender, she has been instrumental in facilitating the integration of gender in project and thematic evaluations. She contributed to developing evaluation quality standards by coauthoring the IEG guidelines [Integrating Gender into IEG Evaluation Work](#). Her evaluation work also includes a number of in-depth project evaluations. Elena has also written and published about female entrepreneurship, female employment and gender issues in formal and informal labor markets, wage differentials, occupational segregation, and time use.



Gisela Garcia is an Evaluation Officer in IEG's Human Development and Economic Management Unit. Her current work focuses on assessing the gender impacts of poverty reduction policies and programs. An Evaluation Officer with 14 years of experience working on international development, Gisela has been a core team member of several major evaluations including the [2015 Results and Performance Report of the World Bank Group](#), the Systematic Country Diagnostic and Country Partnership Framework [SCD/CPF evaluation](#) and the [Citizen Engagement Evaluation](#). She co-authored two major learning reports on the [Impacts of Community Driven Development Interventions on Women's Empowerment](#) and the [Social Safety Nets and Gender Report](#). Through her gender work in IEG, Gisela has contributed to developing evaluation quality standards coauthoring [Integrating Gender into IEG Evaluation Work Guidelines](#). Prior to joining IEG, Gisela was an Operations Officer at the Gender Group of the World Bank Poverty Reduction and Economic Management network. Before joining the World Bank Group in 2006, Gisela worked at the Evaluation Office of the Inter-American Development Bank in a variety of thematic and country evaluations, validation and evaluation reports. An Argentinean economist, Gisela holds a Master in Public Policy from The George Washington University.



Enhancing Gender Mainstreaming in Projects at the African Development Bank to better measure gender results

The African Development Bank has various policy frameworks and institutional mechanisms that integrate gender equality, women's rights and women's economic empowerment effectively into its operations. The Mid-Term Review of the Gender strategy (AfDB, 2017) noted that the Bank has increasingly implemented gender-responsive practices and policies since 2014. Most recently, the Gender Marker System (GMS), a four-category system - that marks the extent to which the design of a project integrates gender equality perspectives - has been piloted in public sector operations. The staffing of gender specialists and the capacity of key operations staff is a continuing challenge that needs to be urgently addressed if the Bank intends to effectively contribute to the achievement of gender results.

Apolo Peter Kyeyune, African Development Bank

Introduction

Effective mainstreaming of gender ensures that programmes and projects are evaluable. It provides a strong foundation for a sound gender-responsive evaluation that can measure and report gender results and distributional impacts across different groups, including men and women. In response to the Paris Declaration (2005) on aid effectiveness, the majority of aid agencies have put in place mechanisms to mainstream gender in their programs and projects. Various agencies have explored different options of gender mainstreaming at programme and project level.

This article presents the recent experience of the African Development Bank (hereinafter referred to as the Bank) in mainstreaming gender in its operations. It focuses on the adoption of the Gender Marker System (GMS), approved in 2017 and implemented in projects since 2018, and includes an analysis of the previous efforts of the Bank to advance the gender agenda. It concludes with some insights on how gender mainstreaming could be strengthened further, and how this can contribute to improving the inclusion of gender in evaluations and in the reporting on the gender benefits of the Bank's operations.

Background

The African Development Bank has various policy frameworks and institutional mechanisms that guide its efforts to integrate gender equality, women's rights and women's economic empowerment effectively into its operations. These include the Bank Group's Gender Policy (2001), the Gender Plan of Action (2009–2011), the Gender Strategy (2014–2018), and the Action plan for operationalizing gender mainstreaming (2014). The Bank's Ten-Year Strategy (2013–2022) includes gender as

one of the three areas of special emphasis. These frameworks provide a sound policy foundation and guidance to shape the way in which the Bank's operations in different sectors should address and mainstream gender concerns.

"The African Development Bank has various policy frameworks and institutional mechanisms that guide its efforts to integrate gender equality, women's rights and women's economic empowerment effectively into its operations".

As the previous Women in Development (WID) approach did not mainstream gender issues successfully in the regular lending program of the Bank, this gender policy emphasizes the Gender and Development (GAD) approach. It notes in one of its guiding principles that the Bank will have both a mainstreaming strategy and targeted projects for women (or men). The priority areas of intervention targeted by the policy include education, agriculture and rural development, reducing women's poverty, health, and governance. The first strategy to implement the policy was the Updated Gender plan of Action (2009–2011) whose overall goal was to support economic growth and poverty reduction in regional member countries (RMCS). It focused on three intervention areas: (i) women's economic empowerment (ii) institutional capacity building and knowledge and (iii) RMC governance and policy reform.

Some years later, the Action plan for operationalizing gender mainstreaming (2014) defined five actions: (i) creating ►

► a cadre of gender focal points for greater ownership in promoting gender equality in the Bank, and to increase support for gender mainstreaming among staff who are not gender specialists; (ii) building gender mainstreaming capacity particularly of the gender focal points through a certification process; (iii) Integrating gender into the normal operational business processes, through the introduction of a gender marker; (iv) increasing the gender focus in Country Strategy Papers/Regional Integration Strategy Papers; and (v) leveraging existing and additional financial resources for gender.

In a bid to establish institutional mechanisms for gender mainstreaming, the Bank developed a number of sector-specific checklists to guide staff in mainstreaming gender into project designs. For instance, in 2009, the Bank published gender mainstreaming checklists covering relevant sectors—infrastructure, water and sanitation, education, health, and new priorities such as governance, climate change and fragile states. Moreover, to mainstream gender more systematically, in 2011, the Bank introduced gender to assess quality at entry (QaE) of public-sector investment operations. The gender dimension of the Readiness Review assesses the quality of the Project Concept Notes and Project Appraisal Reports in relation to four dimensions: (i) quality of the gender analysis and inclusion of relevant gender gaps, (ii) inclusion of sex-disaggregated results indicators, (iii) identification of specific activities/measures to address identified gender gaps, and (iv) allocation of adequate budgets and resources to implement specific gender activities (for projects only) (AfDB, 2013). Staff guidance note on QaE standards for public-sector operations). As part of the ongoing review of the QaE approach and readiness review by the Bank, the requirements for the GMS are being integrated in the gender dimension of the Readiness Review.

Some progress in gender mainstreaming in public-sector operations was noted from 2009 to 2013 in various reports. However, gender in the Readiness Review at the QaE level was general in nature and did not establish concrete and specific methods for gender mainstreaming, or for gender-focused inputs in projects. This meant that even projects with nominal actions that led to no discernible change in gender equality or women's empowerment could be considered as having mainstreamed gender.

In addition, a 2012 evaluation synthesis report by the Bank's Independent Evaluation Department (IDEV) concluded that the absence of accountability and incentive systems to systematize the integration of gender equality across organizations and interventions had limited results. Similarly, the Bank's Action Plan for operationalizing gender mainstreaming (2014) noted that competing leadership priorities, absence of accountability and incentive structures, and insufficient resources led to "...the kind of gender policy evaporation that has beset most, if not all, development organizations around the world".

The Mid-Term Review of the Gender strategy (AfDB, 2017) noted that the Bank has increasingly implemented more gender-responsive practices and policies since 2014. Progress was reported in internal policies (lactation rooms, a travel policy for new mothers, and a pilot mentoring programme for career women). The design of Bank projects showed more gender analyses. Innovative initiatives to address economic empowerment (Alitheia Identity Equity Fund, Affirmative Finance Action for Women in Africa, 50 Million Women Speak, Fashionomics Africa, the AfDB Food Cuisine Initiative, Gender in Agribusiness Investments for Africa, and the Post-Ebola Recovery Social Investment Fund) were also praised. Despite these positive overtures, the review noted that there is a need to change mind sets and mobilize more resources for gender. It also cited the ►



► gender capacity constraints within the Bank and some of the RMCs, and a need to strengthen internal cross-departmental communication and collaboration.

The Gender System Marker: a system to categorize Bank operations before approval based on their impact on gender equality

The Bank approved the Gender Marker System (GMS) in 2017 - a mechanism to set targets for gender mainstreaming and to track and report on gender results (AfDB, 2017b). It is a four-category system that marks the extent to which the design of

a project has integrated gender equality perspectives. The GMS is also expected to assist in tracking the proportion of funds devoted to advancing gender equality, and will be part of the internal financial reporting system and/or results reporting structures. The overall objective of the GMS is to systematize the Bank's approach to gender mainstreaming in its operational work. The rationale for doing so is (i) differentiation of operations to focus on those that have a greater impact on gender; (ii) strategic use of the Bank's gender resources; and (iii) better accounting for the actions and resources that the Bank is dedicating to gender. The four GMS categories are summarized in the table below. ►

Table 1: The categories of the Bank's Gender Marker System

Gender Objective (GEN I)	Gender Outcomes (GEN II)	Gender Outputs (GEN III)	Marginal Gender elements (GEN IV)
The principal objective of the project directly addresses gender equality (GE) and/or women's empowerment (WE).	GE/WE is one of the outcomes of the project, but not the principal one.	GE/WE is one or more of the outputs of the project.	Project may contain one or more gender-inclusive activities , but these are marginal to the outputs and outcomes of the project.
<ul style="list-style-type: none"> ■ Gender analysis conducted during project preparation and incorporated into CN, PAR. ■ Gender-focused activities and outputs at core of the project. ■ GE/WE outcome(s) and gender-specific outcome indicators, and associated activities and outputs, are incorporated into the results framework. ■ An Action Plan is not required as the entire project is gender focused. 	<ul style="list-style-type: none"> ■ Gender analysis conducted during project preparation and incorporated into CN, PAR. A brief gender analysis is attached as an annex to the PAR. ■ GE/WE outcome(s) and gender-specific outcome indicators, and associated outputs, are incorporated into the results framework. ■ A Gender Action Plan specifies the activities, outputs, and performance indicators related to achievement of the gender-focused outcome(s), and is incorporated as an annex of the PAR. 	<ul style="list-style-type: none"> ■ Gender analysis conducted during project preparation and incorporated into CN, PAR. ■ GE/WE Output(s), and gender-specific output indicators, are incorporated into the results framework . ■ A Gender Action Plan specifies the activities, outputs, and performance indicators related to achievement of the gender-focused outputs, and is incorporated as an annex of the PAR. 	<ul style="list-style-type: none"> ■ Gender screening conducted during project preparation: (i) supports the articulation of any gender focused-activities; (ii) shows no gender-related risks that could affect achievement of project objectives; and (iii) ensures that there are no adverse gender impacts resulting from all other project activities and outputs ("do no harm"). ■ Project Appraisal Report explicitly addresses these points.

► Currently, all public-sector operations, subject to gender screening, should propose a GMS category before approval by the Board. Once the screening is completed, specific GMS requirements, which vary by category, focus on: (i) upstreaming gender analysis to inform design and implementation, and, where needed, validating or amending the GMS category assigned; and (ii) articulating a Gender Action Plan or equivalent, specifying the operation's gender-focused goals, outcomes, outputs, activities, performance indicators, timeline, responsibilities, and budget.

According to the GMS proposal, the Bank's corporate target is that 90% of the Bank operations be classed in Categories I, II and III by 2020 (AfDB, 2017b) [Table 1]. The gender marking of operations started in January 2018. During the first three quarters of the year, the Board approved 112 operations, which included 66 public-sector operations that qualified for the GMS categorization¹. Of the 66 public-sector operations, 27 were categorized as follows (proportions as indicated in the table below, which also includes some examples of projects under each category):

It is noteworthy that the proportion of operations under each category closely maps with the expected percentages in each category, though the operations

under Category IV are substantially higher than the planned figure of 5%. Therefore, gender analysis of all interventions should be strengthened in those operations that seemingly do not have much opportunity for gender mainstreaming. Note that only 41% of the public-sector operations approved have been categorized (27 of the 66 operations approved), largely because of the limited number of gender specialists.

The Bank is working towards categorizing a target of 100% of all public-sector operations starting 2019, by hiring more gender specialists and building the capacity of operations staff to conduct a substantial part of the gender mainstreaming work. During the course of 2018, public-sector operations approved by the Board represented 59% of the Bank's total project portfolio. Additional gender resources (human and financial) will be required to assure full coverage of the portfolio of Bank operations.

Current institutional structure and resources to support GMS implementation

The role of the Gender, Women and Civil Society (AHGC) Department is to coordinate and improve consistency on gender and civil society issues across the Bank. In order to achieve its ►

Table 2: GMS categorization in 2018 and examples of projects.

Category I: 4%	Category II: 41%	Category III: 37%	Category IV: 19%
ZIMBABWE - Youth and Women Empowerment Project	MULTINATIONAL - African Peer Review Mechanism Institutional Support Project	MOROCCO - Inclusive and Sustainable Development Support Program for Agricultural Sectors	GUINEA-BISSAU - Bissau City Power Distribution System Improvement Project
SUDAN - Improving Health Access and Systems Strengthening Project	SUDAN - Agricultural Value Chain Development Project	SENEGAL - Project to Open Up Production Areas in Support of the National Local Development Programme	SENEGAL - Project to Improve Access to Electricity in Peri-Urban and Rural Areas



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► mandate, the department actively engages and builds alliances with external stakeholders, development partners and civil society to promote gender equality, women's empowerment and civil society engagement. A team of gender specialists based at the AfDB Headquarters provides policy, coordination and quality assurance support to the gender mainstreaming work. Between August 2017 and early 2018, under the Bank's decentralization process, nine gender specialists were re-deployed from Headquarters to the regional hubs as part of the Country Teams to support the process of mainstreaming gender in operations.

The Regional Development and Business Delivery Offices have the primary responsibility of assigning a Gender Marker to all operations, with the technical support of the Gender specialists based at the regional offices. The AHGC department provides quality assurance support and validates the Gender Marker System (GMS) category assigned. The staffing level of gender specialists particularly in the regional/field offices is at below the target, as of November 2018. The staffing gap limits full coverage of gender mainstreaming across the project lifecycle, particularly on aspects of monitoring/supervision of the ongoing portfolio.

The 2014 Plan of Action on 'operationalizing gender mainstreaming at the AfDB Group' prioritized capacity building on Gender for staff. The intention is to have a compulsory in-house training curriculum on gender mainstreaming for all gender focal points, leading to certification. The three training modules that have been developed are yet to be rolled out. The introduction of the GMS called for specific training for task managers and country program officers aimed at giving them skills to use the system to effectively mainstream gender in Bank's operations. The training will

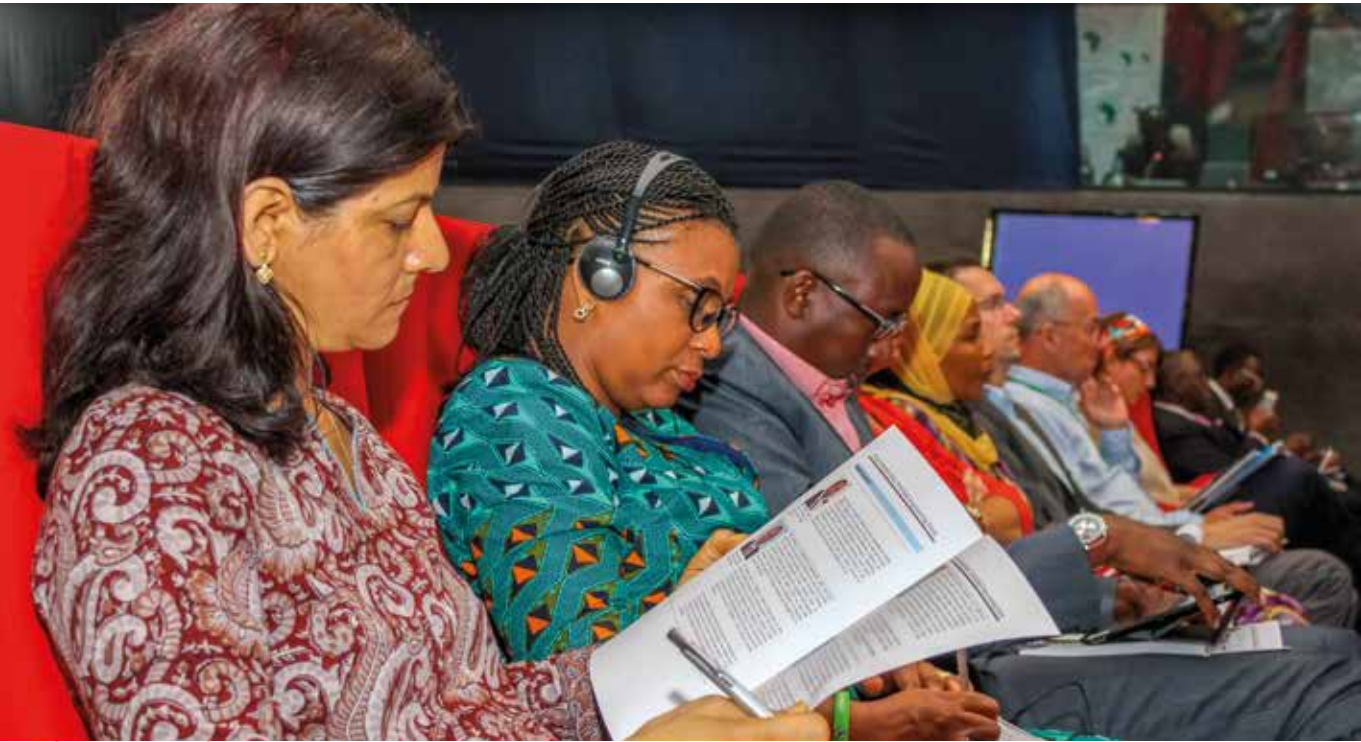
be complemented with toolkits and guidelines that task managers will have at hand to facilitate their work. Training for task managers started in 2018, and will be ongoing. The compulsory in-house gender training has not taken off yet and the department is exploring means to get this operationalized.

Conclusion

Through the Gender Marker System (GMS), the African Development Bank is gradually establishing a structured and standard approach to mainstreaming gender in Bank's operations. The gender marking of operations means that operations can be differentiated based on their potential contribution to gender equality and women's empowerment. This helps the Bank to prioritize its gender resources on those operations that have high potential to impact gender equality. Beyond the quality at entry (QaE) stage of the project lifecycle, limited gender resources can now be prioritized for the supervision, reporting and evaluation of high-impact operations. The GMS has also established standard criteria, requirements, tools and guidelines for categorizing operations, which, in turn, will ensure that all operations are assessed reliably by staff who are responsible for gender marking.

While the GMS has been approved and is now part of the preparation of any Bank operation, it needs to be made mandatory through a review of certain project cycle business processes. The inadequate staffing of gender specialists and the capacity of key operations staff is a continuing challenge that needs to be urgently addressed if the Bank intends to roll out the GMS across all its project portfolios.

The Gender Trust Fund – one of the five action points of the Gender strategy - will propel the realization of gender equality results through the effective ►►



► design and implementation of gender interventions in the Bank's operations. In addition, resource allocations will plausibly be aligned with the GMS categories, as resource requirements for individual operations vary depending on the GMS category assigned. This means that Regional hubs, which have primary responsibility for assigning GMS categories and ensuring implementation of all operation-specific requirements associated with the category concerned, need to allocate the resources required to implement the GMS effectively.

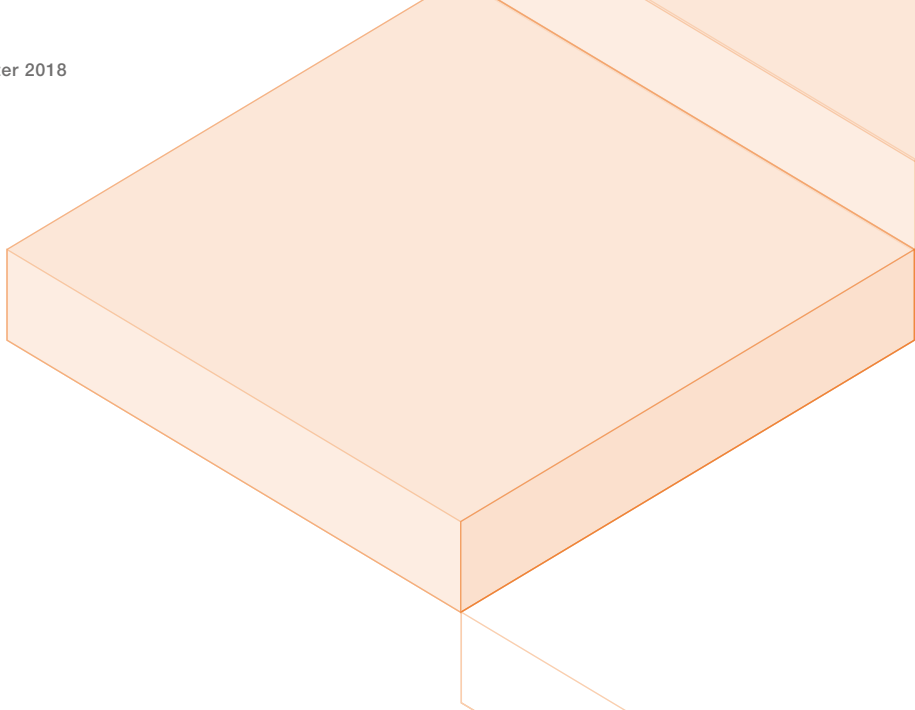
Moreover, gender competencies should be developed and integrated into the Bank's new Development Business Delivery Model (DBDM) including in Regional hubs, Sector Departments, and Country Offices. Similarly, RMC Project Implementation Units (PIUs) need technical support and capacity-building assistance to implement their responsibilities under the GMS. The capacity-building support required by the PIUs to carry out these responsibilities should be integrated into preparation and appraisal, and included in the financing arrangements.

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Endnotes

1. The GMS categorization currently applies to all public-sector operations financed through the African Development Bank and the African Development Fund and co-financed by trust funds, Africa Investment Facility (AFIF), which undergo the standard business processes of the Bank. Projects financed

only through the Trust Fund for countries in Transition (TFT), Sustainable Energy Fund for Africa (SEFA), Private-Sector Credit Enhancement Facility (PSF), have separate due diligence processes and are therefore not subject to the GMS.



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Author's profile

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Gender-responsive evaluation in the context of the Sustainable Development Goals in French-speaking sub-Saharan African countries: situational analysis, challenges, opportunities and innovative approaches

Although existing inequalities because of differences in gender, social class, age, ethnicity, disability etc. are still blatant in a significant number of countries, evaluation presents itself as an important tool for analyzing progress towards reducing these inequalities. This article stresses the importance of taking into account the needs of all (women and men) when setting up development policies, projects and programs for significant changes. It specifically highlights the case of sub-Saharan Africa and focuses on the issue of gender. It establishes an inventory of gender-sensitive assessments in the region, examines the opportunities and challenges of gender equality and finally proposes sustainable solutions for the elimination of inequalities between men and women.

Alexis Salvador Loyé, Laval University

Introduction

Sustainable development requires that the needs of every member of society (women and men) be considered in the design, implementation and evaluation of policies, projects and development programs.

Although this principle is recognized in many countries, both north and south, the implementation of such a principle is often confronted with enormous socio-cultural burdens which create inequalities and all forms of discrimination between classes: rich and poor, men and women, youth and elderly, etc.

The evaluation of development interventions and public policies over the last three decades has highlighted these inequalities with evaluation becoming one of the most important means for reporting progress and significant changes in a population's well-being as relates to the Millennium Development Goals (MDGs) and the current Sustainable Development Goals (SDGs).

Despite remarkable gains in MDGs implementation, progress made has not always translated into progress for all. Inequalities persist, with progress being uneven as relates to economic growth and the distribution of wealth. While poverty has dropped significantly in Asian countries, from 62% in 1990 to less than 3% in 2015 (a 216 million decline in South Asia), sub-Saharan Africa has seen an increase in the number of poor, going from 278 million in 1990 to 413 million in 2015 (World Bank Group, 2018). Overall, this African subregion includes 27 of the world's 28 poorest countries.

The African economic boom seems to have left out women and all populations at the bottom of the economic ladder (people at a disadvantage due to age, disability or ethnicity). For example, in Africa, many women continue to die during pregnancy or from childbirth complications. Indeed, for women, monetary and non-monetary inequalities are most important during periods of fertility (especially for women aged 20-34), this is then exacerbated by domestic work that conflicts with reproductive activities (WBG, 2018).

Such situation raises the following questions: What is the state of implementing gender responsive evaluation in sub-Saharan Africa? How should we conduct evaluation to ensure that no one is left behind in the context of the SDGs? What are the challenges and opportunities for gender-responsive evaluations? What methodological approaches are relevant for conducting gender-sensitive evaluations?

Answers to these questions are presented in the following sections.

Current knowledge on gender-responsive evaluations

To answer previous questions, a systematic review of scientific literature has been conducted to document the knowledge of gender mainstreaming in public policy evaluation. This approach is reliable, rigorous, transparent, structured and comprehensive to allow the documentation of knowledge on a given topic (Bearman et al., 2012, Landry, 2009). The current research is guided by the nine steps proposed by Gough (2007). ▶▶

► In step 1, we look at if and how previously researched questions are retained. In step 2, criteria are defined for scientific literature research to include the presence of keywords in article titles and interest in sub-Saharan Africa. Step 3 focuses on two elements: keywords and databases. The keywords are gender, evaluation, Africa or gender. The databases are the largest and most widely recognized for gender studies: Gender Inn, Women's International Studies, and Ariane.

In steps 4 and 5, the application of inclusion and exclusion criteria for scientific literature searches yielded a sample of articles in both English and French. In October 2018, a total of 10 articles including one covering sub-Saharan Africa and three on South Africa are identified (Adom & Asare-Yeboah, 2016; Jan et al., 2011; Kim et al., 2009; Tirivanhu & Jansen Van Rensburg, 2018). An application of the inclusion and exclusion criteria for research revealed only one article, Adom and Asare-Yeboah (2016). Following the extraction of relevant data in step 6, the methodological aspect was examined in step 7, this includes: (i) consistency between the hypothesis (or research question) and methodology, (ii) analysis of links between variables, and (iii) analyzes appropriate to the type of search.

In steps 8 and 9, it should be noted that the only article dealing with gender and evaluation in sub-Saharan Africa focused on female entrepreneurship in Ghana, which is an English-speaking country (Adom & Asare-Yeboah, 2016). A sample of 25 women with different levels of education, showed that education plays a key role in women's entrepreneurship to empower women. In particular, women with higher education levels are more likely to succeed in their activities

"Sustainable development requires that the needs of every member of society (women and men) be considered in the design, implementation and evaluation of policies, projects and development programs".

than those who have not been educated. This is based on an increased access to opportunities through media and more developed skills to run their businesses.

Although research shows a link between women's education and entrepreneurship, a question on training-entrepreneurship adequacy emerges as some women indicated that their studies were not aligned with their enterprises. In addition, more scientific research is needed in French-speaking sub-Saharan Africa to refine interventions to better target disadvantaged groups.

Main challenges to gender mainstreaming in evaluation

The challenges of gender mainstreaming in evaluations are multiple. First, it is important to underline a lack of knowledge of the cultural context. Since gender is a social construct, it is important to understand this context in order to be able to adopt an evaluation plan that is adequate not only for data collection but also for understanding the results and their use to improve the everyday life of women, children, the elderly and other vulnerable groups. Indeed, a misunderstanding of the context often leads to a poor analysis of the roles of different actors and the power relations that can impede the ►



- ▶ participation of vulnerable people in an evaluation. As a result, the needs or difficulties of these people will not be known, thereby not addressing the SDG principle of "leaving no one behind".

Another challenge of gender mainstreaming in assessments is the availability of data to identify different population categories. Data collection in sub-Saharan Africa countries are mainly limited to censuses that are usually conducted every ten years, or demographic and health surveys which are every five years. These surveys, while providing knowledge about the population, often fail to provide data on regions from difficult to access areas (lack of roads, conflicts, security, etc.). These data are also often inaccessible and considered confidential. In addition, program evaluation using these data is often problematic as it is difficult to attribute an impact to the program. Indeed, specific questions about a program are not generally taken into account in the development of census collection tools.

Opportunity: A global partnership for the promotion and use of gender-sensitive evaluations or, EvalGender +.

To promote equity and gender-based evaluation and the use of evaluation results, a global network, called EvalGender+¹, was launched by EvalPartners at its Global Forum in Kathmandu, Nepal on 25 November 2015. EvalGender+ is made up of representatives of associations and institutions in evaluation. It works on capacity building, dissemination and the use of tools to mainstream gender in all stages of an evaluation. For example, a practical guide on assessing SDGs from a gender and equity perspective was developed in 2016 and is available on the EvalPartners website in English, French and Spanish.

A strategy to make gender-sensitive assessment an opportunity for different actors - as illustrated in the conceptual framework below - was developed in 2016 at the third ▶



► Global Parliamentary Forum for Evaluation in Kyrgyzstan. The pillars of this strategy are: (i) capacity building at the individual and institutional levels, (ii) creating an enabling environment for gender and equity sensitive assessment, (iv) sharing of resources, good practices and (v) promising cells. These actions concern emerging evaluators, parliamentarians, decision-makers, evaluation associations, and members of the EvalIndigenous group who advocate the consideration of cultural aspects in evaluation.

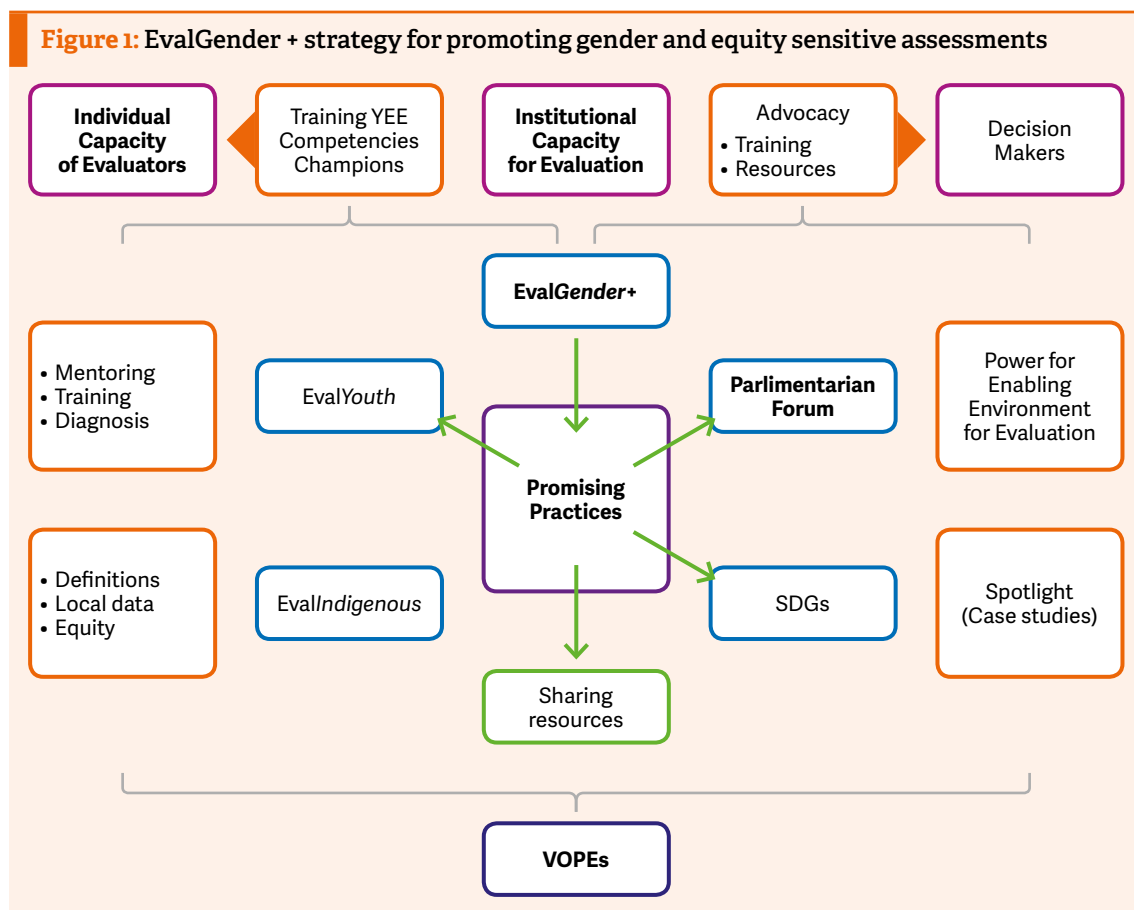
EvalGender+ has already supported 11 countries in the implementation of pilot projects on gender-sensitive assessments. One of the beneficiary countries is Burkina Faso where members of the Burkinabe Monitoring and Evaluation network, ministries and parliamentarians were trained

on assessing SDGs from a gender and equity perspective.

Participating in all evaluation conferences, EvalGender+ members contribute to capacity building and to raising the level of debate via panel discussion.

Innovative Approaches

As gender is a social construct, sustainable solutions to the elimination of inequalities between men and women must be based on cultural and social values. How should project evaluation be conducted in order to ensure the implementation of policies which improve living conditions of the entire population? Three methodological approaches are suggested for this purpose: (i) conduct culturally ►





Ministers and ReBuSE members, July 2016

► sensitive assessments, (ii) undertake systematic and inclusive evaluations, and (iii) use mass data or big data.

Culturally sensitive evaluation

To maximize the usefulness of evaluation and research to vulnerable groups - in this case women, children and the elderly - stakeholders must be considered as full partners at all stages of evaluation and research and take into consideration the specific difficulties they face (Canada, Dussault, & Erasmus, 1996).

Several research studies have developed approaches to target these stakeholders to increase the utility and use of evaluation results (Joint Committee on Standards for Educational and Sanders, 1994). From this research, the following basic principles emerge:

- **Engage stakeholders** and focus on the use of evaluation: when designing the evaluation, know who the stakeholders are and how they should be involved. The "3R" method - Representation, Responsibility and Resources - can be useful for a better analysis taking gender into account. Also define how the evaluation should be conducted and what are the expected uses of evaluation results.
- **Collect data** by involving stakeholders at different social levels: how will the data be collected and who will be involved?
- **Analyze and interpret results** there is a need to answer evaluative questions most specifically at this stage to understand the results in their context. Here, ►

- ▶ stakeholders can make an important contribution as they are more familiar with the cultural, social and economic context.
- **Disseminate evaluation results** depending on stakeholder roles and profiles. Different dissemination formats can be used such as paper documents, skits, local language videos to enable actors to own and use the results.

Systematic and inclusive evaluation

The systematic review of literature makes it possible to document knowledge on a problem in order to find innovative solutions. Specifically, in the context of gender-sensitive assessments, a new approach was developed by Stephen, Lewis, and Reddy (2018) and articulated in several phases:

In Phase I, issues of gender, social and cultural contexts need to be analyzed to identify obstacles in the participation of disadvantaged and marginalized groups. This analysis is done using transdisciplinary methods, which respect the ethics, rigor and validity of the tools. Phase II focuses on data collection from several sources that will need to be triangulated in order to extract the most relevant and useful information for Phase III; for the purposes of analysis, mixed methods (qualitative and quantitative) are preferred. Phase IV is often the least

used after evaluations; it is at this stage evaluations results should be translated into concrete actions of capacity building for positive social change. Quite simply, to improve the well-being of populations, it is not enough to show inequalities through assessments but to propose solutions and then put them into practice.

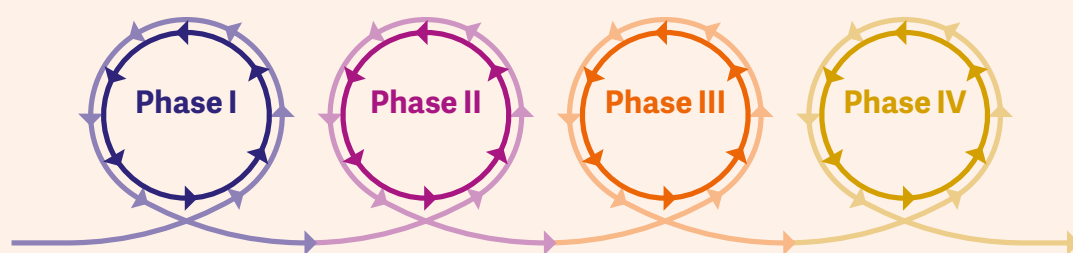
The use of «big data»

In recent years, a number of "new metrics" for information have been developed. These expand the range of indicators and measures available for monitoring and evaluating development results from a gender and equity perspective. Among these are:

- Data collected through mobile phones, tablets, internet, GPS location, Facebook, Twitter, etc.
- Mega data collected by satellites and drones, remote sensors, mobile phone records, electronic transfers - including the purchase of communication credit.

The current development of statistical analysis software makes it possible to extract specific data on social networks in order to better understand evaluation focus issues. For example, importing data to Facebook using the Stata software could be done by the `facebook2stata` command and on Twitter by the `twitter2stata` command. These applications can ▶

Figure 2: Learning and action cycle for a systematic- inclusive evaluation



Source: Stephan, Lewis and Reddy (2018), (p.58)



EvalGender+ Coordination Team in Bishkek, Kyrgyzstan, April 2017

- ▶ make it possible, in difficult access areas, to obtain information on certain vulnerable categories of the population.

In conclusion, the promotion and use of gender-sensitive assessment results needs to be strengthened in the French-speaking Sub-Saharan region;

EvalGender + is an opportunity to meet these challenges. Big data offers enormous possibilities for analysis and can be used from a research perspective for the of evaluation reports from development institutions and partners such as the African Development Bank, UNICEF and UN Women.

eVALU

Endnotes

1. EvalPartners: is an interactive web platform for sharing knowledge about Monitoring & Evaluation systems. In addition to being a source of learning, EvalPartners facilitates the strengthening of a global community, while

identifying good practices in monitoring and evaluation in general, and monitoring and evaluation systems in countries in particular.

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Author's profile

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Making Feminist Evaluation Practical

This article asserts that a competent evaluator knows more than one method, theory or approach to evaluation, and that feminist evaluation should be one of those core approaches. At the same time, the author acknowledges that feminist evaluation faces some constraints to its use, namely its name and its lack of concrete guidance. This article provides practical strategies to engage with using feminist evaluation for those who consider themselves feminists, and for those who adamantly do not, yet identify as evaluators who value human rights and social change.

Donna Podems, University of Johannesburg

I am a feminist. I believe, for example, that women and men should earn equal pay for equal work. I think that in any relationship, each person has the right not to be physically beaten or verbally abused by the other partner. I am also an evaluator. I believe that evaluation, and therefore an evaluator, can play an important role in creating a more equitable and fair society. Lastly, I believe that each evaluation design needs to be appropriate to its context.

Because of these beliefs and ways of thinking, I draw on multiple evaluation approaches, one of which is Feminist Evaluation (FE). An often misunderstood, somewhat contentious, and therefore overlooked (or avoided) approach (Bustelo, 2016; Patton, 2002; Podems, 2014), FE is one of many approaches that is a vital part of any practicing evaluator's edification, and an approach that should be learned by any young emerging evaluator. To encourage its use, I address two common challenges to using FE: its name and its lack of practical guidance. I suggest several practical ways to engage with FE so that it becomes one potential evaluation approach for any evaluation that involves humans, animals or the environment.

Knowing more than one evaluation approach

An explicit assumption in this article is that a competent evaluator knows more than one method, theory or approach to evaluation. I make that statement based on two realities. First, contexts vary. Clients, commissioners, beneficiaries and their needs differ. Interventions that fall under the same umbrella and perhaps appear similar (e.g. preventing rhino poaching in Africa), when implemented in

different locations may diverge drastically. Different problems are addressed in diverse political environments and distinctive local cultures. Therefore, it is likely that what initially may appear to be similar interventions, in reality bring unique evaluation needs, and thus require context specific evaluation designs and processes. Second, it is rare when one approach provides everything that is needed for a particular evaluand. An evaluator almost always needs to draw from multiple methods, approaches and theories to design and implement a useful and credible evaluation for a specific intervention, innovation or policy. Therefore, knowing more than one evaluation approach, theory, or method is essential to being a competent evaluator.

Eight tenets of Feminist Evaluation

Multiple evaluation approaches provide a step-by-step guide, such as Utilization-Focused Evaluation (UFE) or the Context, Input, Process, Product (CIPP) model (Stufflebeam and Zhang, 2017). Others provide clear concepts and structures, such as Realist Evaluation and Most Significant Change (2005). Still others provide a way to think about evaluation, such as Democratic Evaluation, and the focus here, FE. Sharon Brisolaro (2014), building on Seilbeck and Bowman's (2002) work, provides eight FE tenets:

1. Evaluation is a political activity; evaluator's personal experiences, perspectives, and characteristics come from and lead to a particular political stance.
2. Knowledge is culturally, socially and temporally contingent. ➤



- ▶ 3. Knowledge is a powerful resource that serves an explicit or implicit purpose.
- 4. There are multiple ways of knowing.
- 5. Research methods, institutions and practices are social constructs.
- 6. Gender inequities are one manifestation of social injustice; discrimination cuts across race, class, and culture and is inextricably linked to all three.
- 7. Discrimination based on gender is systematic and structural.
- 8. Action and advocacy are considered to be morally and ethically appropriate responses of an engaged feminist evaluator¹.

These tenets aim to inform an evaluator's thinking as he, she, or they² design a FE, or develop an evaluation that is influenced by FE. These tenets do not describe how to do an evaluation, or how to practically use the tenets to design or guide an evaluation.

Two reasons Feminist Evaluation is not (often) selected

There are at least two common reasons that FE is not often considered in an evaluation design, as noted in the sections above: (1), the name "Feminist Evaluation" may offend (or perhaps alienate) and, as a result, some people may not try to understand, or wrongly assume what it is, and (2) FE is difficult to implement due to the lack of concrete guidance. Over the years, I have aimed to address these and other reasons, in order to make FE more accessible (Bamberger & Podems 2002; Podems 2010; Podems 2014; Podems 2019). This article builds on my initial work. First, I suggest how to address the label challenge (i.e. feminist), I then provide some insight into how to engage with FE, and then I join FE with Principle Focused Evaluation (PFE) and provide concrete guidance on how to implement FE.

Selecting an approach by its name

What's in a name? A lot, so it seems. Through their names, some evaluation approaches, models, and methods, naturally attract certain evaluators. For instance, evaluators who want to empower people are likely drawn to Empowerment Evaluation (Fetterman and Wandersman 2005). Evaluators who want to ensure use, often select UFE (Patton, 2008, 2014). Strong proponents of democracy tend to seek out Democratic Evaluation (House & Howe, 2000). Evaluators who identify themselves as feminists are often drawn to FE. Yet, while I am a feminist and an evaluator, I do not always practice FE; FE is not always the most appropriate approach in a given context. Rather, there are times when I find that a Democratic Evaluation approach as described by House & Howe, combined with Outcome Mapping (Earl, Carden and Smutylo, 2001), and guided by UFE, creates the most appropriate approach for the evaluation process in those circumstances. At other times, I find that some tenets of FE, when combined with Realist Evaluation (Pawson, 2006; Pawson and Tilley, 1997), provide the critical elements needed to design and implement a useful and credible evaluation. In the introduction, I asserted that knowing multiple evaluation approaches (theories or methods) is essential to being a competent evaluator. In this aspect, I seek to help move away from any connotation that "Feminist Evaluation" is only for feminists, as some evaluators are often dissuaded by its name. This article seeks to encourage FE to be one of many approaches that can be used alone or in combination with other methods. The remainder of this article makes FE practical so that it is an approach that can be selected notwithstanding its name.

Feminism in the Feminist Evaluation context

It is critical to note that FE does not identify with a specific type of feminism. Therefore, an evaluator who practices or draws ▶▶

- ▶ from FE could identify with any kind of feminism or none at all (Brisolara, S., Siegart, D., & SenGupta, S., 2014; Sielbeck-Bowen, K. & Brisolara, S. & Seigart, D. & Tischler, C. & Whitmore, E. (2002); Podems, 2010, 2014, 2019).

In general, FE is grounded in three feminist beliefs: (1) there should be equity amongst humans, (2) gender inequity leads to social injustice and (3) gender-based inequalities are systematic and structural. To use FE, an evaluator does not need to be a feminist. Rather they need to identify that at least one of these three core tenets are appropriate and useful ways of thinking for a particular evaluation context. For instance, an evaluator could use one or more of the tenets to inform how and what data are collected, and from whom, which would then provide critical insights and perspectives needed to adequately address the evaluation questions at hand.

To remove the initial discussion on FE that often stops the conversation in its tracks (e.g. such as starting out by stating, “perhaps a Feminist Evaluation would be appropriate”), consider using these questions: Does the evaluation context warrant, or potentially benefit from at least one of the core beliefs? How would the evaluation process be enhanced by engaging with one or more of these lenses? How would decisions around data collection benefit from this way of thinking? How would an analysis with one (if not more) of these understandings provide insightful findings that lead to actionable recommendations? If at least one of these ways of thinking is likely to enhance an evaluation in some way, an evaluator should consider using it, regardless of whether or not the evaluator identifies as a feminist or the evaluation is labelled as an FE.

My position is not to encourage the use of FE for the sake of using FE; rather I aim to educate on FE so that it can be used when, and where, appropriate, to better the lives of humans, animals and the environment.

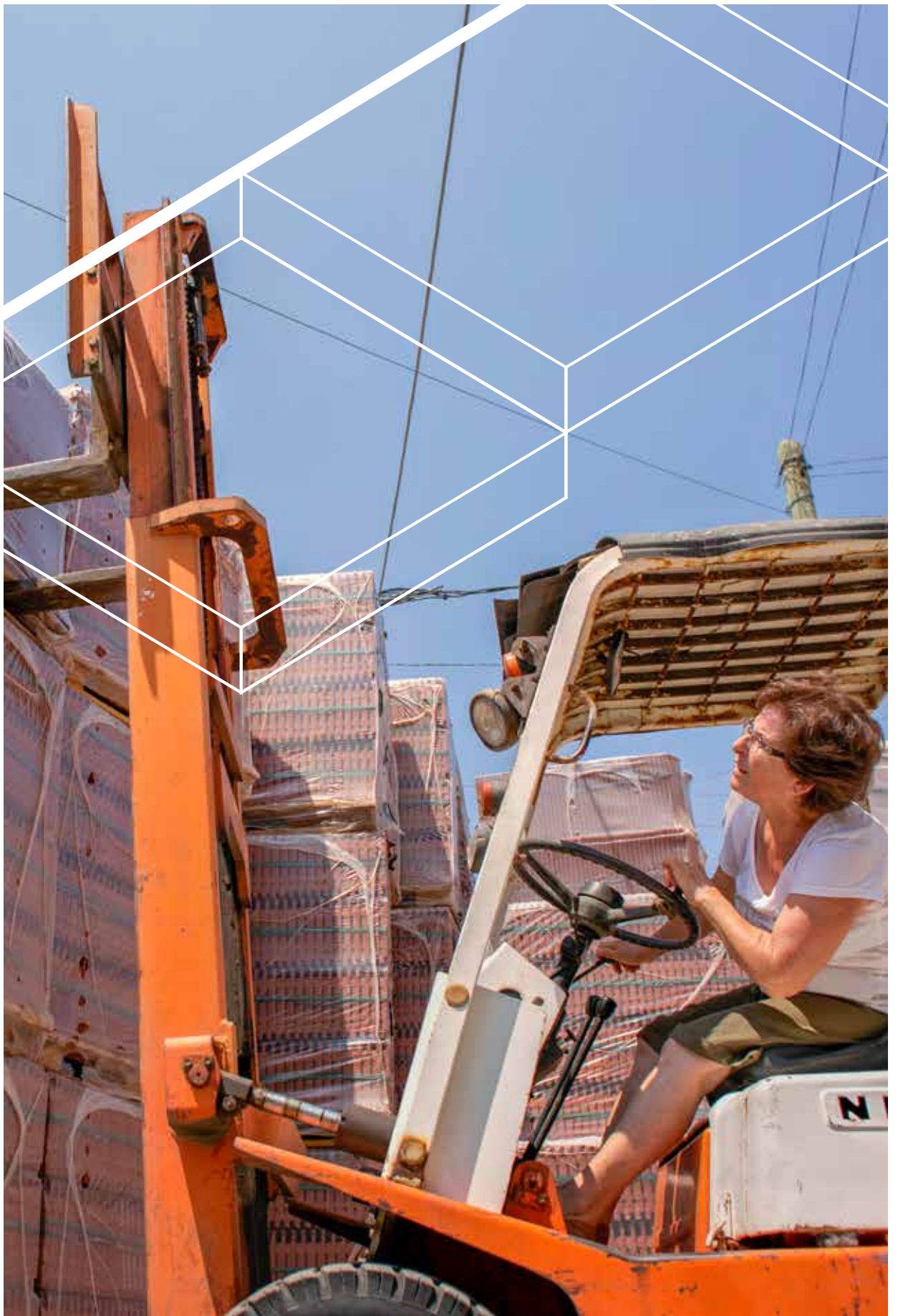
While the name can be stripped away, the values, tenets or guidance taken from FE need to made clear to all stakeholders. In the real world, how evaluations are labelled are not nearly as important as the transparent concepts and values that an evaluator uses to guide the evaluative process.

Agreement that evaluation is political

The statement that evaluation is political is not unique to FE; most evaluators support that position (Candel, 2018; Chelimsky, 1987; Greene, 2000; House & Howe, 1999; Weiss, 1987). Stating that evaluation is political means that political influence (and power) is involved in every part of an evaluation, from the decision to implement an evaluation, to the evaluation design, to how data are interpreted, to how and with whom the evaluation knowledge and findings generated are communicated and used (or not). However, FE is an evaluation approach that brings the statement “evaluation is political” to life.

“Shifting the feminist approach to be principle-focused, tells the evaluator what to do, and those involved in the evaluation can then assess the extent to which these principles were applied, or not”.

FE encourages an evaluator to engage with issues that likely invite not-so-pleasant responses from those who hold (political) power; often these are issues about women, however the focus can be on any marginalized or disempowered group. Here is an example. An evaluation finds empirical evidence that girls have less access to, and receive fewer benefits ▶



► from an intervention than boys. The evaluator then makes recommendations that aim to ensure equal benefits, and that the structural, social and cultural barriers to girl's access to the intervention be addressed. These recommendations then challenge cultural and social norms, and as such, the findings and recommendations politicize the evaluation.

FE is not alone in its endeavour to challenge those in power and bring about an equitable society. Evaluation guidance documents also support that pursuit. The American Evaluation Association's (AEA) Guiding Principles (2018) provide one such belief. One of the principles states:

Common Good and Equity: Evaluators strive to contribute to the common good and advancement of an equitable and just society.

That principle applies to all evaluators and all evaluations, regardless of the evaluation approach. An evaluator should encourage a conversation on the AEA's principle (or a similar one held by a local evaluation association or society, as many principles overlap). If the client or colleague agrees with that statement, enter into a more specific conversation about the feminist tenets that support that statement. Facilitate a discussion around if, and how, the corresponding feminist tenets would benefit the evaluation.

Is it advocacy or promoting evaluation use?

FE supports an evaluator to advocate with empirical evaluation findings. It is here that FE often takes one of its toughest blows from evaluation purists. The critique is that evaluators should remain neutral, and some evaluators would go as far as to say objective. A critic of FE may ask, "How can an evaluator be neutral if they advocate with their findings?" Yet, according to many evaluation guidance

documents, evaluators are supposed to promote use of their evaluation findings and recommendations. Let's turn to one of these popular documents, the Joint Committee Standards for Educational Evaluation (2011), which articulates five program evaluation standards, including standards for utility. These utility standards outline several responsibilities for an evaluator using any evaluation theory, approach or method. I draw specifically on Utility Standard 8:

U8 Concern for Consequences and Influence: Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse (Yarbrough, Shulha, Hopson, and Caruthers, 2011, p. 3).

Here, the standard clearly states that evaluations (and therefore evaluators) should promote (e.g. support, advocate, ensure) responsible and adaptive use of evaluation and their findings. If this applies to all evaluators, where does the FE critic draw the line between what FE states, and what these standards promote? In the real world, promoting use and advocating with evaluation findings are often strikingly similar.

Who considers what is knowledge

Let's look at three general statements about knowledge. One, all evaluations engage with knowledge and knowledge construction. Two, any evaluation approach (and any evaluator) brings a specific understanding of what constitutes a fact, what is knowledge, and whose knowledge matters (more than others). Three, most evaluation approaches are method-neutral, supporting an evaluator to select methods of inquiry that are appropriate to answer the evaluation question - in a specific time frame, with a particular budget - and in a way that is credible to the evaluation user ►

► (Picciotto, 2011; Podems 2019). Each of these three statements also apply to FE.

The advantage to having FE as a guide in any evaluative process, is that FE makes its views about knowledge explicit, while many other approaches do not. The feminist tenets that address knowledge include: (1) knowledge is culturally, socially and temporally contingent; (2) knowledge is a powerful resource that serves an explicit or implicit purpose, (3) there are multiple ways of knowing; and, (4) research methods, institutions and practices are social constructs. How any evaluator views the world influences their evaluation design. Equally, how an evaluation user views the world heavily influences the extent to which data, evidence and the evaluation are found credible. Thus, it is common sense to have one's beliefs about knowledge clear in any evaluation.

FE is also explicit about access to evaluation knowledge. Here, for example, an evaluator drawing on FE tenets would ensure that the evaluation findings are written, visualized, or otherwise presented in a manner that ensures that people who were involved in or touched by the intervention or evaluation had access to that knowledge. FE is not alone in supporting this way of thinking. Other evaluation approaches agree, such as Culturally Responsive Evaluation (Hood, Hopton and Kirkhart, 2015) and Participatory Evaluation (Cousins & Whitmore, 2007), to name just two.

Joining FE with Principle Focused Evaluation: Making FE accessible

Thus far we have discussed the FE name, and its values. This next section engages with how to make FE more accessible by providing concrete guidance on how to implement it. I combine FE with one of the newer forms of evaluation (and evaluative thinking), Principles Focused Evaluation

(Patton, 2017). In my work as an evaluator, I have had the privilege to work exclusively with Michael Quinn Patton. Patton is a feminist who brings multiple theories to the evaluation field. While his most infamous approach is Utilization Focused Evaluation (Patton, 2012), with others fast gaining notoriety (e.g. Developmental Evaluation), the approach that helps to crystallize FE is Patton's Principle Focused Evaluation, or PFE.

PFE is based on complexity theory and systems thinking, which is compatible with FE. In PFE, Patton (2016) suggests that principles can and should be evaluated. Any program, project, or organization, for example, that is guided by principles should be ready and able to be evaluated by those principles. To evaluate them, Patton suggests that the principles need to be meaningful to those meant to follow them, be clearly articulated, provide actionable guidance, be inspirational (values-based), and be evaluable. In other words, PFE examines how a principle guides action, and what happens because of that action. By relabeling the feminist tenets as principles (principle is a synonym for tenet), and making them actionable (and therefore evaluable), they become a better guide for how to do FE.

When preparing for a presidential presentation on FE at an American Evaluation Association conference in 2017, Patton and I had the chance to explore how PFE could be used to shine a light on FE. I presented six feminist tenets (Seilbeck and Bowan, 2002) and proposed that FE had a friend in PFE, Patton agreed. That collaboration resulted in Patton suggesting six action-focused and evaluable principles (Patton, M. Q. Podems, D and Negrustuyeva, S, 2017). Drawing heavily on Patton's guidance, I then applied the same thinking to Brisolará's (2014) eight feminist tenets, as outlined earlier in this paper. I changed the eight feminist tenets into principles that passed ►



► Patton's GUIDE Framework; these principles now provide guidance (G), are useful (U), inspiring (I), developmental and adaptable to different contexts (D), and evaluable (E) (Patton, 2017). The resulting Principle Focused Evaluation, Feminist Evaluation (PFE-FE) principles are as follows:

1. **Acknowledge** and take into account that evaluation is a political activity; evaluator's personal experiences, perspectives, and characteristics come from and lead to a particular political stance.
2. **Contextualize** evaluation because knowledge is culturally, socially and temporally contingent.
3. **Generate** and use knowledge as a powerful resource that serves an explicit or implicit purpose.
4. **Respect** multiple ways of knowing.
5. **Be cognizant** that research methods, institutions and practices are social constructs.
6. **Frame** gender inequities as one manifestation of social injustice. Discrimination cuts across race, class, and culture and is inextricably linked to all three.
7. **Examine** how discrimination based on gender is systematic and structural.
8. **Act** on opportunities to create, advocate and support change, which are considered to be morally and ethically appropriate responses of an engaged feminist evaluator.

These revised tenets, which are now actionable and assessable principles, offer more than just a way to think about FE (as presented in the initial tenets); rather they provide concrete guidance on how to implement (and assess) FE. Shifting ►

► the feminist approach to be principle-focused, tells the evaluator what to do, and those involved in the evaluation can then assess the extent to which these principles were applied; or not.

Conclusion

The FE label and its tenets bring inherent challenges that often prevent an evaluator from engaging with this potentially useful approach. In this article, I aimed to provide practical strategies to engage with the label; namely, rip it off and engage with what's underneath. For those who are not

encumbered by the name or dragged down by the politics of a feminist approach (rather, for those who are bolstered by it), yet are challenged by the lack of concrete steps, I looked to PFE to provide guidance. By engaging a principle focused approach, the feminist tenets became actionable and assessable principles, thus making FE more tangible, implementable, and daresay, acceptable in mainstream evaluation. Each strategy for engaging with FE is aimed at encouraging young emerging evaluators and others to consider FE as one of the many approaches that belong in any evaluator's toolbox.



Endnotes

1. Brisolaro, 2014, pp. 23-31, initial list is re-ordered.

2. He, she or they are pronouns used to denote a human being and will be used interchangeably in the article.

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Author's profile

Donna Podems is an evaluation specialist with more than 20 years' experience. She holds a doctorate in interdisciplinary studies focused on Program Evaluation and Organizational Development, and a Masters degree in Public Administration. She has worked with governments, civil society, nongovernmental groups, international donors, and foundations bringing in perspectives on human rights and gender approaches. She has lived and worked in the United States, Africa, Asia and Eastern Europe.



She has experience in conducting implementation, outcome and impact evaluations and developing M&E frameworks with and for projects in various sectors and topics, including gender, women's empowerment, youth interventions, education, capacity building and human rights. She is a gender expert who brings an understanding of gender equity, gender equality and human rights approaches to all her evaluative work.

Donna is a past Board Member for the American Evaluation Association (AEA) and the South African Monitoring and Evaluation Association (SAMEA). She is currently a Research Fellow at University of Johannesburg, and prior that, a Research Fellow at Stellenbosch University for 10 years. She has published numerous articles, book chapters and books on evaluation, including her latest book *Being an Evaluator: Your Guide to Evaluation* (2019).

APNODE Members Participate in CLEAR-AA Regional Training Workshop on Research and Evidence Use in the Parliamentary Context

From 23 to 25 October 2018 the Center for Learning on Evaluation and Results-Anglophone Africa (CLEAR-AA), in partnership with the Institute of Parliamentary Studies and the Parliament of Uganda, hosted a Regional Training Workshop on Research and Evidence Use in the Parliamentary Context. The workshop aimed at strengthening and implementing a peer learning program for strengthening capacity in

African Parliaments in Kampala, Uganda. A number of APNODE members, facilitated by IDEV, participated in the training.

<http://idev.afdb.org/en/news/apnode-members-participate-in-clear-aa-regional-training>

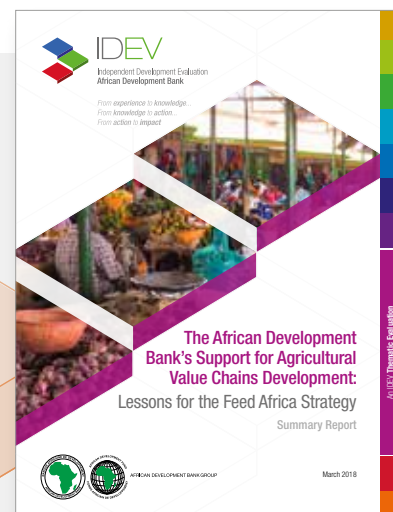


IDEV presents its evaluation on Agricultural Value Chains Development at 2018 American Evaluation Association Conference

Girma E Kumbi, IDEV Principal Evaluation Officer, participated in this major conference for evaluation professionals, and presented the methodology and findings of IDEV's thematic evaluation on Agricultural Value Chains Development in Africa. The session also featured the International Fund for Agricultural Development (IFAD) Independent Evaluation Unit's corporate level evaluation on IFAD's engagement in pro-poor value chain development. The 2018 American Evaluation Association Conference took

place from 29 October to 3 November 2018 in Cleveland, Ohio, United States.

<http://idev.afdb.org/en/news/idev-presents-evaluation-agricultural-value-chains-development-2018-american-evaluation>



At the Asian Development Bank, IDEV shares its experience driving Innovation and Development Effectiveness at the African Development Bank

From 6 to 7 November 2018, Jayne Musumba, Principal Knowledge Management (KM) Officer at IDEV, participated in the 2018 Asian Development Bank (ADB) Knowledge Forum where she presented some of IDEV's ongoing and planned KM activities and how these support the overarching knowledge strategy of the African Development Bank as well as its work to support the Bank's innovation agenda. Over 150 knowledge

experts and practitioners from international organizations, the private sector, non-profits, and academia participated in the Forum, which aimed to take stock of the state of play of knowledge and to knowledge management in development and share good practices.

<http://idev.afdb.org/en/news/asian-development-bank-idev-shares-its-experience-driving-innovation-and-development>



IDEV 2018 Year in Review

Looking over the last 12 months and reflecting on the year that was, one could conclude that for Independent Development Evaluation (IDEV) 2018 was a good year. Notable accomplishments for that year include: 15 evaluations completed and delivered to AfDB Management and/or Board of Directors, and the Evaluation Week 2018, a global knowledge forum on *Strengthening Development Impact in Africa* attended by over 450 participants.

<http://idev.afdb.org/en/news/idev-evaluations-knowledge-sharing-capacity-building-activities-and-more-2018-year-review>



Malawi: Evaluation of the Bank's Country Strategy and Program 2005-2016

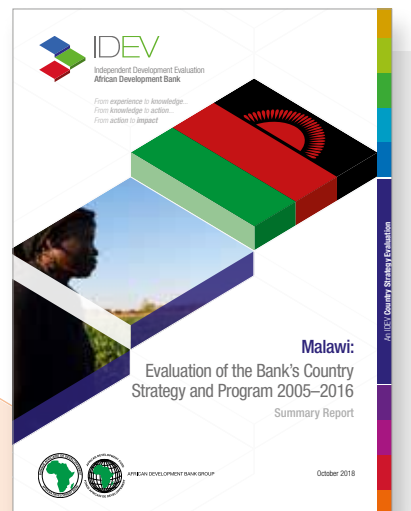
On 5 October 2018, IDEV published its evaluation of the Country Strategy and Program of the Bank in Malawi. The evaluation covers the period 2005 to 2016 and looked at a portfolio of 46 projects across several sectors for a total amount of USD 576 Million. The evaluation deemed most aspects of the strategy satisfactory and provides a number of recommendations for the AfDB, advising the Bank to:

1. Enhance the capacity of the Bank's officers and managers in using Results-based Logical Frameworks and Results-based Management tools.
2. Enhance the proficiency of the Bank staff to effectively operate in the business ecosystems in which key sector actors operate, and to design interventions that are holistic enough to stimulate the private sector's investment and actions.
3. Establish a clear timeline within which all required performance standards are met and proven.
4. Redesign its Knowledge Management practices and develop explicit as well as

implicit knowledge in its Operations Divisions to improve decision making capabilities of the Bank and its clients.

5. Take concerted actions throughout the project cycle to ensure sustainability of its interventions.
6. Ensure that its interventions and strategies provide equality and equity between genders and provide the means to manage, track and report on these objectives.

<http://idev.afdb.org/en/document/malawi-country-strategy-and-program-evaluation-2005-2016>



Evaluation of the Quality at Entry of the African Development Bank Group's Sovereign and Non-sovereign operations

Responding to the challenges that have been observed over the years with respect to the Quality at Entry (QaE) of AfDB operations, IDEV conducted an evaluation of the QaE of the operations of the African Development Bank Group. The evaluation covers all sovereign and non-sovereign operations (NSOs) approved between 2013 and 2017. The main objectives of the evaluation were (i) to assess the QaE of the Bank's operations against an evidence-based

standard; (ii) to examine the extent to which the Bank's conceptual and procedural framework for quality influenced the QaE of new operations as well as strategic decision-making; and (iii) to derive recommendations to inform the Bank's forward-looking quality agenda.

<http://idev.afdb.org/en/document/independent-evaluation-quality-entry-african-development-bank-group-operations-2013-2017>



Evaluation of the Quality of Supervision and Exit of the African Development Bank Group's Operations (2012-2017)

This report presents the findings and recommendations as well as lessons learned from an independent evaluation of the quality of project supervision and exit processes of the African Development Bank Group. It covers both public and private sector operations during the period 2012-2017. The evaluation was theory-based. It drew data from diverse sources including document reviews; interviews of Bank staff,

clients in regional member countries, and staff of other international financial institutions; and site visits to 5 countries (Cameroon, Kenya, Morocco, Senegal, and Zimbabwe). Data was analysed using both qualitative and quantitative methods.

<http://idev.afdb.org/en/document/independent-evaluation-quality-supervision-and-exit-african-development-bank-group>



Evaluation of Quality Assurance across the Project Cycle of the African Development Bank Group (2012-2017)

Building on the evaluation of Quality at Entry and Quality of Supervision and Exit of Bank Group operations, this evaluation presents the findings, conclusions and recommendations of IDEV's assessment of Quality Assurance processes across the Project Cycle for both public and private sector operations of the African Development Bank Group, during the period 2012-2017. The evaluation makes various recommendations to the Bank to enhance its QA system. These include:

- reducing the number of required steps in the review process, while enhancing the relevance and effectiveness of the various reviews,
- setting differentiated pathways for the approval of operations based on risk, and
- strengthening resource allocation and incentives for project quality at entry, supervision and completion.

🌐 <http://idev.afdb.org/en/document/independent-evaluation-quality-assurance-across-project-cycle-african-development-bank>



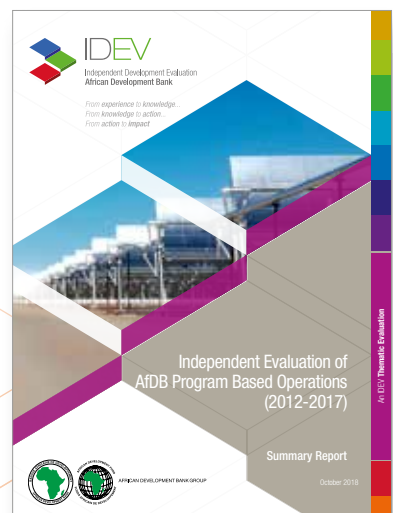
Independent Evaluation of AfDB's Program Based Operations (2012-2017)

Program Based Operations (PBOs), also known as budget support, are instruments that the AfDB uses to provide funds directly to a country's treasury in support of the national budget. On 5 October 2018, IDEV published its evaluation of the African Development Bank's Program Based Operations (PBOs) for the period 2012 to 2017.

The evaluation finds that PBOs remain relevant and useful instruments for the AfDB and its clients, and

their performance is broadly satisfactory. They are, however, challenging to design and manage effectively. The evaluation finds shortcomings in their implementation. It also finds that the Bank has insufficiently invested in its own institutional infrastructure to obtain maximum value for money from the instrument.

🌐 <http://idev.afdb.org/en/document/independent-evaluation-afdb-program-based-operations-2012-2017>





Third Quarter 2018: *Evaluation Week Special*

Strengthening Development Impact was the theme selected for AfDB Development Evaluation Week 2018. This edition of Evaluation Matters captures the images, discussions and knowledge shared during the three-day knowledge event on the crucial role of evaluation in facilitating the achievement of Africa's transformation agenda.

<http://idev.afdb.org/en/document/evaluation-week-2018-strengthening-development-impact>



Second Quarter 2018 : *Building supply and demand for evaluation in Africa Vol. 2*

This edition of Evaluation Matters also focuses on the theme of developing a supply and demand for evaluation in Africa. While Evaluation Matters Quarter 1 2018 looks at the critical role played by evaluation in the effective implementation of good governance structures in Africa, in promoting accountability, learning, development effectiveness, and sustained and rapid economic growth, this edition showcases experiences from various evaluation stakeholders, focusing on peer learning and different views on building the supply and demand for evaluation at country and institutional levels.

<http://idev.afdb.org/en/document/building-supply-and-demand-evaluation-africa-vol-2>



First Quarter 2018: *Building supply and demand for evaluation in Africa Vol. 1*

Supply and demand is one of the most fundamental concepts of economics and serves as the backbone of a market economy. This concept is easily transferable to the governance of countries and institutions where the practice of monitoring and evaluation (M&E) serves as one of the most important tools for accountability, lesson learning and results orientation. The supply and demand of evaluation actors, institutions, systems and processes in Africa is critical for the improvement in good governance and achievement of development results.

<http://idev.afdb.org/en/document/building-supply-and-demand-evaluation-vol-1>



Fourth Quarter 2017: *Evaluation as a Driver of Reform in IFIs*

What is the added value of independent evaluation focused not on projects and programs but on organizations themselves? Does it help organizations deliver more and better? Does evaluation evidence have any impact on the way development organizations are managing themselves? This edition of Evaluation Matters answers these questions and many more.

<http://idev.afdb.org/en/document/evaluation-driver-reform-ifis>

Have you checked out the AfDB Evaluation Results Database (EVRD)?

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**evaluation findings and
recommendations** as well as the
link to the full report.



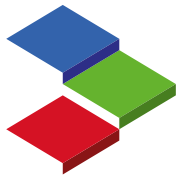
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