GENOVATE
Transforming Organisational Culture for Gender Equality in Research and Innovation

Work Package 7: Evaluation

Deliverable 7.1 Guidelines for Evaluating Gender Equality Action Plans [GEAPs]

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1. Background

GENOVATE is an action-research project which aims to ensure equal opportunities for women and men by encouraging a more gender competent management in research, innovation and scientific decision-making bodies, with a particular focus on universities. The project is based on the implementation of Gender Equality Action Plans (GEAPs) in six European universities and brings together a consortium with diverse experience in gender mainstreaming approaches. All consortium partners come from different disciplinary backgrounds and have different national contexts. However, each of the institutions shares common challenges for gender equality in research and innovation, and all have identified three common areas for intervention:

- Recruitment, progression and research support
- Working environment, work-life balance and institutional culture
- Gender and diversity dimensions of research excellence and innovation

In tandem with the implementation of GEAPs in six European universities, a seventh partner institution – the Complutense University of Madrid (UCM), Spain – is in charge of the on-going and collaborative evaluation of the project. UCM is also responsible for providing training and support to partners in terms of their GEAP evaluation process.

This deliverable presents the training materials developed by the Complutense University of Madrid team. It further outlines the results of the process of providing support to partners, as well as the key ideas and steps to bear in mind while evaluating a GEAP.

These Guidelines have been jointly produced through efforts coordinated by the Complutense University (UCM) team (María Bustelo, Julia Espinosa and María Velasco). In addition, the different GENOVATE teams have been actively involved in this collaborative process: Ankara University (Çiler.Dursun and Emel Memis), Lulea University of Technology (Ylva Fältholm and Paula Wennberg), Trnava University (Alexandra Brazinova, Zuzana Polakovičová and Andrej Kallay), University College Cork (Sarah M. Field, Nicola Maxwell, Caitríona Ní Laoire, Geraldine Boylan, Linda Connolly, Siobhan Cusack, Carol Linehan, Irene Lynch-Fannon, Louise Kenny, Siobhan Mullally), University of Bradford (Uduak Archibong, Saima Rifet, Nazira Karodia, Crina Oltean-Dumbrava and Jeremy Bulmer) and Università degli Studi di Napoli Federico II (Ofelia Pisanti, Maria Carmela Agodi, Ilenia Picardi and Francesca Dall'Acqua).

2. Scope[1]

The present deliverable relates to task 7.3, which focuses on developing guidelines for evaluating GEAPs within partner institutions. It aspires to be a **useful tool** for all those **planning to carry out an evaluation of a GEAP**.

This document synthesises the **main ideas and steps** to take into account while evaluating GEAPs, based on the findings of the evaluation training process led by the partner in charge of the evaluation WP (the UCM team), as well as the GEAP evaluation practices in each partner institution, and the specific support provided to each GENOVATE institutional partner by the evaluation team. In this regard, first, the main features of evaluation, and specifically of the evaluation a GEAP, are outlined. Second, six specific steps for evaluating GEAPs are presented including concrete examples and tips drawn from the practices of GENOVATE partners.

These Guidelines were developed following extensive reviews of existing **literature on evaluation from a gender perspective and evaluation of gender change**. This was the starting point for training partners in evaluation and for supporting them in their GEAP evaluation process. The **training** was carried through different kinds of activities and tools. First, four different evaluation workshops were held during the annual GENOVATE conventions. Two specific “Stop & Share” sessions were also developed as a form of webinar focused on indicators and on the evaluation of gender change. Second, three different “Evaluation Step by Step” toolkits were developed and shared with partners. Specific evaluation workshops with each partner institution were also carried out during the UCM team’s on-site visits. Additionally, **on-going support** to each partner was provided by the evaluation team.

All of these actions have contributed to sustained work with partners throughout the course of the project, while helping to elaborate the final guidelines and to propose a list of “GEAP quality criteria”.

[1] Throughout this document, reference is made to the binary genders of men and women whilst acknowledging that there are other gender identities that are non-binary.

3. Deliverable: Guidelines for Evaluating GEAPs

3.1. What is Evaluation?

Evaluation refers to the process of determining the worth or significance of an activity, policy, programme or plan. It is an assessment – as systematic and objective as possible – of a planned, on-going, or completed intervention, as well as its design, implementation and/or results. In this regard, evaluation can be developed during any phase of the policy cycle, rather than only during the final stages of an intervention.

Broadly speaking, evaluation should provide credible and useful information, enabling the incorporation of lessons learned into the decision-making process. As such, evaluation is not only a technical process but also a political and action-oriented process, since its main goal is to contribute to generating useful knowledge for improving public action in a specific social and political context (Weiss, 1998; Stufflebeam and Shinkfield, 1985; Patton, 1982).

According to Stufflebeam and Shinkfield (1985), the principle functions of evaluation are the following:

- To improve practice by analysing how plans or interventions are designed and implemented, as well as what their key results are.
- To enlighten future plans in light of those which have been implemented.
- To be accountable to everyone involved in these plans in order ensure transparency and promote collective learning.

Thus, evaluating a plan is not just useful for improving it, but also for learning and informing future actions while increasing a “culture of accountability”.

In the same vein, the main features of evaluation are:

- Being systematic: Evaluation should systematically collect relevant information for answering evaluation questions.
- Context-sensitivity: Evaluators have to pay attention to the context and be as flexible as possible during the entire evaluation process.
- Timeliness: It is important for evaluation to take a timeframe into account, and to set time limits throughout the evaluation process. This contributes to organisational learning and facilitates decision-making.
- Focus on what is done: Evaluation focuses on the analysis of policies, plans, programmes and projects.

In addition, it is important to distinguish between evaluation and monitoring. Although both are feedback exercises, evaluation is a more in-depth analysis of a plan or intervention – its design, implementation and/or results. The second is a more brief exercise related to the management of a plan. Monitoring is a useful tool by which to improve management and to provide key information for evaluations. As such, monitoring could be defined as a "continuing function that uses systematic collection of data on specified indicators to provide […] indications of the extent of progress and achievement of objectives and progress in the use of allocated funds" (OECD, 2002: 27-28).

An examination of evaluation literature allows three different types of evaluation to be identified. Depending on the focus of the evaluation, it may either analyse the design, the process, or the results of a plan or intervention. A first step in the design of evaluations is to define what we want to evaluate: the design, the process, and the results? Ideally, these three types of evaluation should be covered in order to attain a comprehensive overall picture of the plan which is evaluated (the "evaluand"). However, we may evaluate just one or two of these three aspects, or all three. This depends on the time, budget and human resources available for the evaluation process.

Box 1: Types of Evaluation

Evaluation of Programme Design: Focuses on the design and conceptualisation of the plan (project, programme, policy).

Process Evaluation: Focuses on the plan implementation process, that is, how it functions and how it is implemented.

Evaluation of Results:

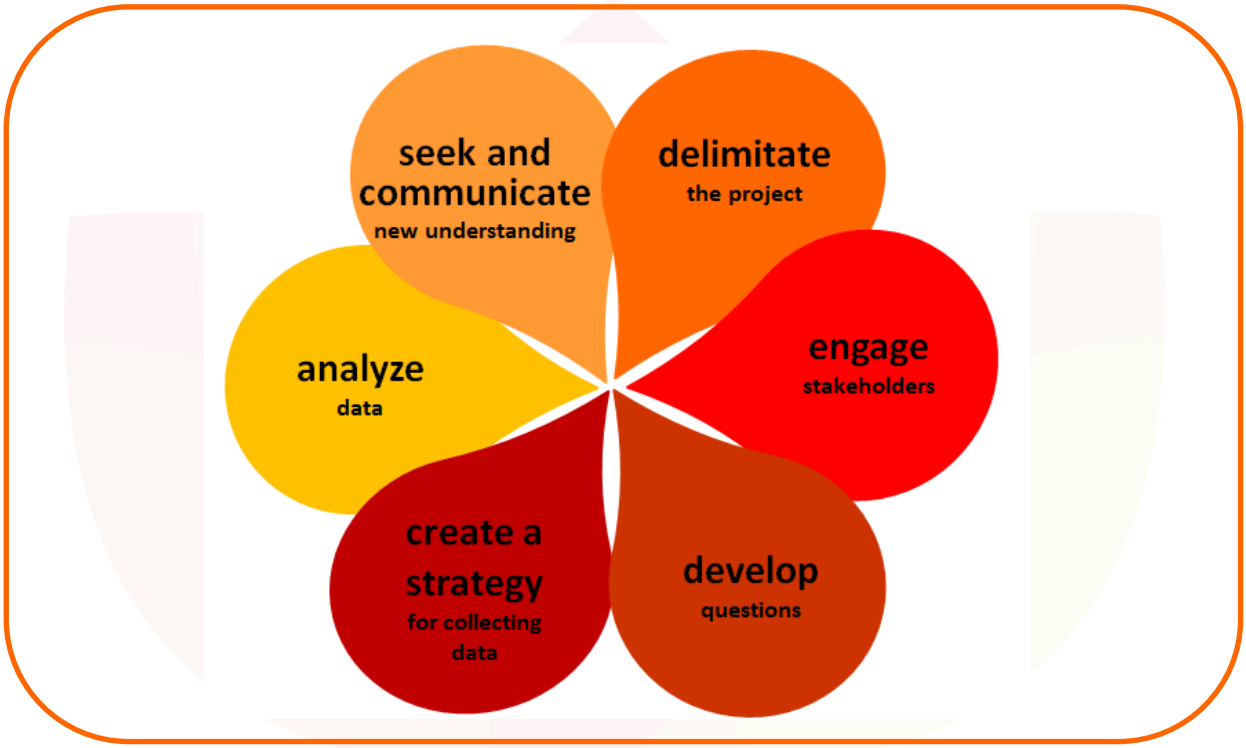
- ***Outputs:*** Focuses on what the plan produces and the quality thereof (activities, materials, etc.).
- ***Outcomes*:** Focuses on the effects and impacts produced by the *outputs.*

Source: Bustelo (2001), and Bustelo and Ligero (2002-2016).

3.2. How Do We Evaluate a GEAP?

In general, there are different steps in any evaluation process. These steps are related to the scope of the evaluation and its methodological design, as well as the gathering and analysis of information, and the elaboration of the conclusions, recommendations and lessons learned presented by an evaluation. As mentioned above, being systematic in terms of all these steps is crucial to ensure the proper development of an effective evaluation. Below, we present a simplified proposal of how to evaluate a GEAP, identifying 6 steps to bear in mind when carrying out an evaluation.

Figure 1: Steps in the Evaluation Process



- **Delimitate the GEAP**: Identify the logic of the plan, the processes necessary to implement it and its main structural elements.
- **Engage stakeholders**: Engage potential stakeholders in the evaluation plan in order to generate more useful knowledge and promote ownership of the evaluation. Promoting ownership makes it far more probable that the evaluation results will be utilised.
- **Develop questions**: Identify what evaluation questions should be answered, taking into account the features of the plan and the information needs of the stakeholders involved.

- **Create an evaluation strategy:** Once the evaluation questions have been identified, a strategy for gathering data should follow.
- **Analyse data:** The data and information gathered should be analysed according to the evaluation questions and the purpose of the evaluation.
- **Seek and communicate new understanding:** A good evaluation should ensure learning throughout the process on how the plan worked. It should offer recommendations on how to improve practice in future plans. In addition, it must ensure that the main results and recommendations are disseminated to stakeholders in order to promote their use in decision-making process, as well as to boost accountability.

These six steps help to organise the evaluation process, making it systematic and able to ensure credible results, conclusions and recommendations. However, there is no single way of evaluating. Each evaluation exercise must be context-sensitive and cater to the specific information needs of the particular stakeholders involved.

In the case of evaluations of **Gender Equality Action Plans** (GEAPs), it is also necessary to take into account the specific features of such of plans and their focus on changing structural inequalities. A Gender Equality Action Plan is more than a mere commitment to gender equality. It is a set of goals and targets that are operationalised in a series of measures and specific actions. Its final goal is to transform research institutions so as to avoid gender inequalities in specific contexts.

In recent years, a range of publications – based on gender theories and methodologies – have explored how to evaluate gender initiatives. In general, these contributions conceive of evaluation as an opportunity to promote learning and improve public policies, while bolstering accountability, strengthening empowerment and accelerating positive changes in relation to gender equality (Brisolara et al., 2014; Espinosa, 2013b; Batliwala and Pittman, 2010; Seigart and Brisolara 2002; Humphries, 1999).

In this regard, the literature explores the different domains of change which are necessary to promote **gender change**. Rao and Kelleher (2005) specifically propose distinguishing between four domains of gender change. These are 1) modifications in women's and men's individual consciousness (knowledge, skills, political consciousness, commitment); 2) changes in women's objective condition (rights and resources, access to services, opportunities for "voice"); 3) transformation of informal norms (such as inequitable ideologies or cultural and religious practices; and 4) the modification of formal institutions (such as laws and policies) (Rao and Kelleher 2005: 60).

The literature also recognises the **difficulties and pitfalls** that gender equality initiatives face because they seek to modify unequal power relations between women and men. Promoting gender equality is a controversial task, thus obstacles and resistances frequently emerge during the change process. In this respect, the

literature emphasises the need to promote stakeholders' engagement and ownership of the process. This is seen as imperative to ensure the effectiveness of gender equality initiatives and to avoid reinforcing traditional leadership or the concentration of power. Authors stress that it is necessary to address the predominance of men's voice in decision-making processes, as well as potential obstacles to women's equal participation. They also underscore that women's and men's diverse needs, interests, and availability of time have to be taken into account (Brisolara et al., 2014; Espinosa, 2013a and 2013b; Batliwala and Pittman, 2010; World Bank, 2005). Additionally, there is increasing acknowledgement that gender inequalities intersect with other kinds of inequalities – based on age, social class, religion, etc. In order to boost structural change, therefore, these intersections should be taken into account (Bustelo, 2016; Bustelo et al., 2015; Espinosa and Tamargo, 2015; Faúndez and Weinstein, 2013).

In the case of GEAPs, which focus on promoting structural change at the university-level, proposals related to **gender intra-organisational change** aim to look at specific areas of change. Generally speaking, gender and evaluation studies highlight the fact that gender intra-organisational change is not linear. Instead, it should be assessed by taking into account the different contexts concerned. Several proposals have been put forth for evaluating gender intra-organisational change (Navarro, 2007; Gunnarsson et al., 2007; Mukhopadhyay et al. 2006; Acker, 1999). A number of prominent authors propose to assess change by analysing four different areas: structures, identity, symbols and interactions (Acker, 1999 and Gunnarsson et al., 2007, quoted in Wennberg at al., 2013). In the same way, based on Tichy's framework[2], Navarro (2007) and Mukhopadhyay et al. (2006) suggest analysing changes by looking at three key areas of change: ideas, structures, and people. They recognise that there interplay exists between institutional culture, organisational structure and individuals or groups. As such, they specifically identify the following nine-box model to assess gender change in organisations.

[2] Tichy's framework comes from general organisational models and emphasises the importance of alignment for organisation change to be effective.

Box 2: Tichy's Framework for Evaluating Structural Change

Below, the different steps for evaluating GEAPs are presented, taking into account the specific features of such an initiative and the relevant gender literature in this regard. In addition, key ideas for analysing gender structural change in universities and research centers are shared, based on the GENOVATE partners' experiences of evaluating their GEAPs.

3.2.1. Delimitate the GEAP

The first step in the evaluation process is to set or define the limits of the GEAP to be evaluated (the "evaluand"). In order to have a complete understanding of the plan, we need to identify the **"programme theory"**. A programme theory can be defined as "an explicit theory of model of how an intervention, such as a project, a program, a strategy, an initiative, or a policy, contributes to a chain of intermediate results and finally to the intended or observed outcomes" (Funnel and Rogers, 2011: XIX).

Broadly speaking, the programme theory is expressed in the goals and expected results of the plan; in the relationships that the plan defines between goals, expected results and actions; and in the structures for successfully implementing the plan.

The programme theory helps to visualise how the plan is expected to work. It has two components:

A **theory of change**: This "is about the **central processes or drivers by which change comes** about for individuals, groups, or communities" (Funnel and Rogers, 2011: XIX). The ToC "could derive from a formal, research-based theory or an unstated, tacit **understanding about how things work".**

For example, the ToC underpinning some health promotion programmes is that changes in perceived social norms lead to behavior changes.

A **theory of action**: This "explains **how programs** or other interventions **are constructed** to activate these theories of change" (Funnel and Rogers, 2011: XIX). That is, what the programme does to social norms or how it makes them more evident.

For example, health promotion programmes might use peer mentors, advertisements with survey results, or other strategies to change perceptions of social norms.

In each plan, the theory of change is linked to the understanding about why change occurs. The theory of action refers to the defined actions which must be implemented in order for this change to occur.

In the case of the GEAPs implemented by GENOVATE partners, although each plan has specific features according to their specific contexts, all GEAPs have a similar main goal and understanding of how to promote it. This is outlined in greater detail below.

Box 3. Common 'Programme Theory' of GEAPs in the GENOVATE Project

Main goal

Promote gender equality in research, innovation and scientific decision-making bodies.

Why does change occur (theory of change)?

Changes in academic policies and culture lead to gender change at universities.

What must we do in order for this change to occur (theory of action)?

Specific actions linked to recruitment, progression and research support policies, the working environment and work culture, as well as excellence in research and innovation.

For instance:

- Mentoring programmes for women PhD students.
- Gender aware and diversity competent training for leaders.
- Gender responsive career development programmes.
- Actions to boost inclusive innovation systems and strategic networks.

In the evaluation process, the delimitation of the programme theory contributes to:

- Developing agreement among diverse stakeholders about what they are trying to do and how they will do this, while identifying where legitimately different perspectives exist.
- Supporting the development of meaningful performance indicators to track progress and report achievements.
- Identifying where and why unsuccessful programmes are failing or what makes successful programmes work, as well as how successful programmes might be reproduced or adapted elsewhere.
- Providing a framework to bring together information from many sites, projects or evaluations in order to learn from the past and thereby improve the future (Funnel and Rogers, 2011).

HOW DO WE DELIMITATE A GEAP?

Tips From GENOVATE Partners

In this first step, to define the limits ("delimitate") of a GEAP, you must identify all the documents related to its design and organise the information which defines the theory of change (why change occurs?) and the theory of action (what must we do for this change to occur?).

Perhaps you may not be interested in evaluating the GEAP as a whole due to a lack of time, financial resources or staff. In this case, it would be best to concentrate on some of the most critical points of your GEAP by being strategic and identifying the most important areas of interest for your institution. You should think about the areas where there most opportunities exist for evoking change in this specific GEAP and the context surrounding it.

This was the case at UNINA. The UNINA team decided to focus its evaluation on its Mentoring Programme, identified both as one of the most important initiatives linked to the GEAP and as a significant pilot programme. Thus, the team determined that an evaluation of the Mentoring Programme would be a fundamental input for improving the programme at this early stage.

After this, the UNINA team focused on the programme theory implied in the Mentoring Programme. The theory of change especially concerned the way in which mentoring activities could impact organisational culture.

The Programme's main goal was to change attitudes and opportunities. The mechanisms involved were role modelling, cooperation and mutual learning, both by mentors and mentees. In these ways, reference group change and status change were made possible. The theory of action made explicit how change could be initiated and made sustainable.

The UNINA team referred to Ray Pawson's meta-analysis of different mentoring programmes (2004) and adapted its conceptual core to their own case ("evaluandum"). This was extremely useful in helping to focus the UNINA team's attention on mechanisms and resources employed within the programme in order for it to produce the desired results.

HOW DO WE DELIMITATE A GEAP?

Tips From GENOVATE Partners

(Continued)

According to this theoretical framework, mentors' and mentees' attitudes are jointly at stake as relevant components in bringing about a cooperative relationship through which change may occur. Within the mentoring relationship, a prominent function in activating change mechanisms also depends on the kind of resources deployed by the mentors. These encompass cognitive and affective resources, from direction-setting to befriending by mentors. These are capable of initiating group reference change mechanisms in the mentees. Positional resources and attitudinal resources, such as advocacy and coaching, are capable of initiating mechanisms that evoke status change and career advancement in the mentees.

According to this framework, the following programme design activities were selected for evaluation:

- Mentor and mentee recruitment;
- Mentor and mentee training;
- Mentor and mentee matching; and
- Mentoring activities (6 meetings of mentors-mentees in 12-months).

3.2.2. Engage Stakeholders

The evaluation of plans should involve all the stakeholders[3] involved in order to generate the most useful knowledge, as well as to promote ownership of the evaluation process and results. Stakeholder engagement can also contribute to increasing the utilisation of the results. It further promotes a culture of evaluation and evaluation capacities within the organisation. Moreover, it can boost the empowerment of participants.

Stakeholders can be individuals or organisations. According to Guba and Lincoln (1989), three kinds of stakeholders may be identified:

- Agents: people involved in the definition, funding and implementation of the plan.
- Beneficiaries: people who, directly or indirectly, profit from the plan.
- Resisters: people who may have resistances in relation to the plan, or who are impacted by the plan in a negative way.

Box 4. Examples of GEAP Stakeholders

GEAP staff	University's senior management team	Heads of Department / School / College
Students from each school	Equality and Diversity Unit	Administrative staff
Academic staff	Gender Equality Change Academy Teams (GeCATs)	Trade unions
		Members of GENOVATE's Institutional Management Board

Source: GEAP evaluation practices.

[3] The term stakeholder is "broadly used to include those who deliver, influence and are impacted by the programme" (UN Women, 2015: 40). Essentially, anyone who may be interested in the evaluation's findings can be considered a stakeholder.

UN Women identify the following key principles to follow when engaging stakeholders (2015: 40 and 41):

- Inclusiveness: Take into account all those directly and indirectly affected and be sensitive to differences among them. Disaggregate groups by relevant criteria (sex, class, age, ethnicity, religion, etc.) and pay attention to which groups benefit from, and which groups contribute to, the intervention under review.
- Being participatory and reflective: Engage stakeholders in an active and meaningful involvement in the design, management and undertaking of the evaluation in order to promote co-ownership of the evaluation process.
- Respect: Treat all stakeholders, particularly those who are vulnerable, with respect for their culture, language, gender and abilities, while developing appropriate ways to engage and be accountable to them.
- Transparency and accountability: Ensure the design and conduct of the evaluation is transparent and responsive to questions about all aspects of the process. The results should be publicly accessible and feedback should be provided to stakeholders about the process, results and use of the evaluation.

Due to the challenges that GEAP tend to face, stakeholder engagement is especially important for enabling effective dialogue and discussion about gender change at universities. In this regard, the evaluation team should develop a realistic assessment of stakeholders, determining their capacity, availability and willingness to participate. Additionally, the team should establish procedures for mediating power imbalances among stakeholders.

This team should also carry out a specific evaluation workshop to involve stakeholders and establish a reference group. Stakeholders should know what the evaluation team expects. Not all stakeholders have the same role in the evaluation process. Thus, the evaluation team must define (“delimit”) these different roles.

In terms of the reference group, this involves first identifying and selecting stakeholders. It pursues the objective of facilitating their participation in the evaluation process, the gathering of information about the different phases of this process, the dissemination of the results, and the implementation of evaluation recommendations. The evaluation team must elaborate a work plan with this reference group and promote on-going communication, feedback and learning.

important

The evaluation team should keep an eye on the "**real" interests and issues of key stakeholders**. Their "real interests", however perfectly legitimate these may be, can often differ from those which are openly expressed.

HOW DO WE ENGAGE STAKEHOLDERS?

Tips From GENOVATE Partners

Different strategies may be defined to engage stakeholders in the evaluation process depending on the institution, its participative practice and its evaluation culture. Alongside identifying the most critical stakeholders, you must define a concrete strategy for engaging them – taking into account the specific evaluation context.

Based on UCC's evaluation practice, the following interesting tips may help you pursue stakeholder engagement:

- Develop a systematic methodology for periodically capturing the valuable insights of stakeholders into project processes and outcomes.
- Use diverse methods to capture a broad range of perspectives, for example, surveys, interviews and documentary analysis.
- In selecting methods, ensure due regard for the limited time of stakeholders, for example, ensure the method is accessible and easy to engage with.
- Ensure each participant is informed of the objective of the evaluation and gives his/her consent.

3.2.3. Develop Evaluation Questions

What do stakeholders want to know from the evaluation process? This issue is at the very core of evaluation design. It is expressed through "evaluation questions". Depending on the kind of plan, stakeholders' interests and contextualised evaluation needs, different evaluation questions and tools can be employed. There are no ready-made recipes in evaluation.

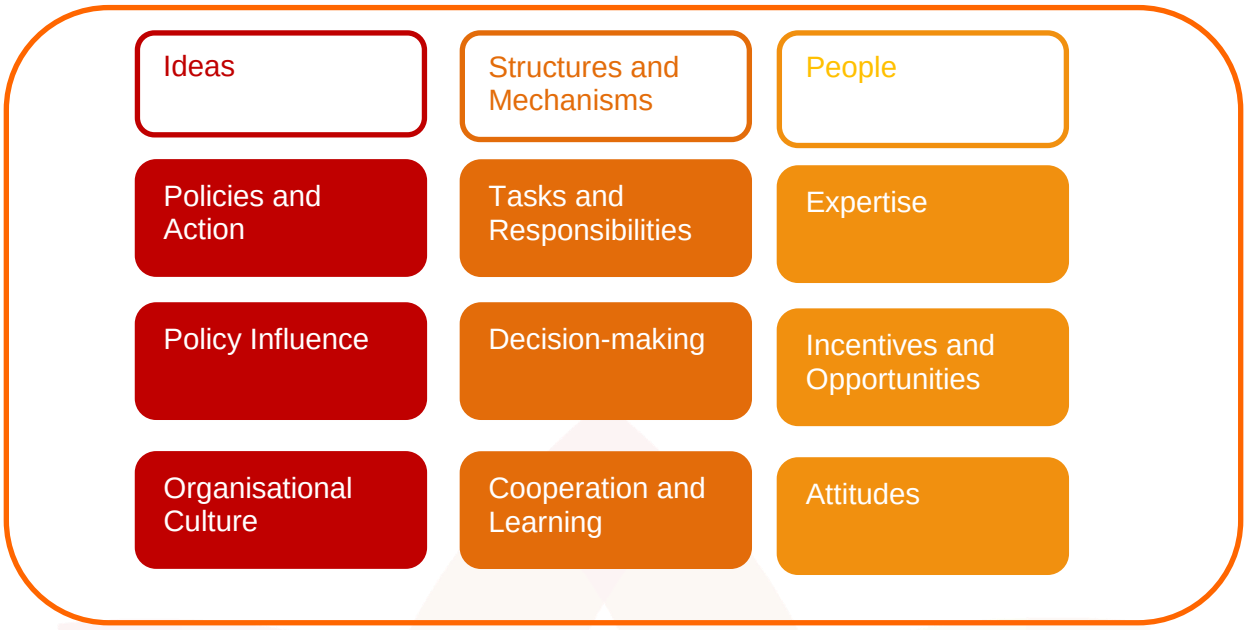
> "The art of evaluation involves creating a design and gathering information that is appropriate for a specific situation and particular policymaking context […]. Any given design is necessarily an interplay of resources, practicalities, methodological choices, creativity and personal judgments by the people involved" (Patton, 393).
>
> Michael Patton (1987) *How to use qualitative methods in evaluation*.

a. "Inspiring" Evaluation Questions Focused on Gender Change

With respect to the GEAPs, which focus on promoting structural gender change in universities, our proposal is to define evaluation questions by taking into account the different areas and dimensions of change presented in **Tichy's framework** – **adapted** by Navarro (2007) and Mukhopadhyay et al. (2006) – as an inspiring starting point.

The present proposal is also based on studies of evaluation and gender mainstreaming (Derbyshire, 2013; Mergaert, 2013; Mergaert et al., 2013; Groverman and Kloosterman, 2010; Moser, 2005). Generally speaking, this framework helps to define "inspiring" evaluation questions related to the design, implementation and/or results of the GEAP.

Box 5. Tichy's Framework for Evaluating Structural Change



In terms of **evaluating the design**, the "inspiring" evaluation question here refers to the extent to which the GEAP includes specific actions related to the areas and dimensions of gender change. Tichy's framework helps us to identify important areas for promoting change, and to assess whether the GEAP includes them. In general, the more areas and dimensions that are included, the more transformative the GEAP. However, gender transformation is also connected to the stakeholders' gender needs, the specific context and the institutional gender background. Therefore, it is especially important to carry out a SWOT analysis[4] with stakeholders in each institution in order to assess the best way of promoting gender change in each case.

With respect to the **evaluation of implementation**, this framework invites us to analyse the processes by which the GEAP is implemented, and to determine the extent to which these contribute to gender change. In this case, the focus is on coordination, management, communication, stakeholder participation, the use of human resources, and procedures, etc.

[4] A SWOT analysis seeks to assess the strengths, weaknesses, opportunities and threats involved in plans. It explores the internal and external factors which are favourable or unfavourable for achieving the plan's objective. "Strengths" are the internal characteristics of the plan which contribute to effective implementation. "Weaknesses" refer to those characteristics that place the plan at a disadvantage relative to others. "Opportunities" are linked to the plan, encompassing chances it could exploit to its advantage. "Threats" are the elements in the environment which may cause problems for the plan (Álvarez Rogero et al., 2006).

The **evaluation of results** emphasises the actual gender change which has occurred. The "inspiring" evaluation question here is: to what extent is the GEAP contributing to gender changes in these areas and dimensions?

Table 1: Evaluation Focus and "Inspiring" Evaluation Questions

Evaluation focus	Evaluation question
Design	To what extent does the GEAP include specific actions related to the areas and dimensions of gender change?
Implementation	To what extent are GEAP processes (coordination, management, communication, knowledge transfer, etc.) facilitating gender change in these specific areas and dimensions?
Results	To what extent is the GEAP contributing to gender change in these areas and dimensions?

In each instance, these "inspiring" evaluation questions must be adapted to the purpose of the evaluation, as well as its specific context and starting point. More information about each of the areas and dimensions is presented below. The specific elements of each dimension, which have been identified through GENOVATE's experience, may be consulted in Appendix 1.

Table 2: Tichy's Framework – Areas and Dimensions

Ideas

Policies and Action:

These refer to changes in terms of the incorporation of gender issues in strategic documents, the availability of resources (budget, staff, materials, time) and the existence of a gender sensitive monitoring system, among other issues.

Policy Influence:

This is related to gender commitment at the senior management level, the influence of the Gender Unit and internal gender sensitive individuals, as well as to the role of external "gender voices" and partnerships.

Organisational Culture:

This is linked to the recognition of gender inequality as a problem, gender equality as a part of the university's reputation and work-life balance as a value. Additionally, it concerns the promotion of a pro-gender equality image and a gender sensitive image.

Structures and Mechanisms

Tasks and Responsabilities:

This refers to issues like gender balance in the distribution of tasks and responsabilities, as well as in the coordination mechanisms. It further concerns the inclusion of a gender perspective in the planning of activities and the advisory role of the gender unit for other departments.

Decision-making:

This is connected to gender balance in decision-making mechanisms, as well as to the existence of mechanisms to apply a gender perspective in decision-making processes, among other issues.

Cooperation and Learning:

This refers to gender sensitive teamwork, the inclusion of gender issues in universities' knowledge services and innovation systems, and gender networking outside the institution.

People

Expertise:

This is related to how gender expertise is incorporated within the institution and the use to which this is put.

Incentives and Opportunities:

This refers to the inclusion of a gender perspective in the reward/ incentive system, sanctions to discourage gender biases, and equal career opportunities for women and men, among other topics.

Attitudes:

This is connected to staff commitment to gender equality; staff recognition of gender inequalities and gender structures, systems and concepts; staff willingness to evoke gender change; and resistances to a gender balanced distribution of resources and responsibilities.

b. Contextualised Evaluation Questions

In addition to the definition of "inspiring" evaluation questions as a starting point, it is necessary to think about **specific evaluation questions**. These specific questions must be sensitive to the plan's programme theory, as well as its context.

As we have explored, all GEAPs seek to promote structural gender change. Nevertheless, depending on the specific gender needs and institutional gender background, the programme theory may be more focused on promoting changes related to other areas. For instance, the area of ideas (policies and actions, policy influence, organisational culture), the area of structures and mechanisms (tasks and responsibilities, decision-making, cooperation and learning) and/or the area of people (expertise, incentives and opportunities, and attitudes). Therefore, the evaluation questions should focus on the different areas in each case.

In the **evaluation of the design**, evaluation questions should relate to including the different areas and dimensions of gender change in the GEAP's design. Additionally, as mentioned above, it is important to pay attention to the stakeholders' gender needs, the intersections of these needs with other inequalities, the context and the institutional gender background. Hence, evaluation questions should be also focused on goals' gender relevance, inclusion of diverse stakeholders' interests and attention to the context in which the GEAP is inserted.

Regarding the **evaluation of implementation**, evaluation questions should be focused on how different processes (management, coordination, etc.) contribute to promoting specific gender change according to the concrete programme theory. Therefore, evaluation questions are connected the extent to which different activities have been implemented, as well as to what extent coordination is working efficiently and contributing to gender change.

As for the **evaluation of results**, evaluation questions should be linked to the specific areas of gender change that the GEAP is trying to promote. Examples of the GEAPs' evaluation practice are included below.

Table 3: Evaluation Questions on Areas of Gender Change and Results

Areas of gender change	Evaluation Questions
Ideas	- To what extent has the GEAP influenced the integration of gender equality in institutional plans and strategies? - To what extent has the GEAP promoted changes in relation to the inclusion of gender equality in the university's strategic documents (recruitment, retention and promotion policies)? - To what extent have executive sponsorship arrangements for gender projects (Aurora, Athena SWAN, GENOVATE) impacted the promotion of gender equality?
Structures and Mechanisms	- To what extent has the GEAP promoted changes in relation to gender balance in decision-making mechanisms (equal opportunities in decision-making policies)? - To what extent has the GEAP promoted changes in relation to mechanisms for monitoring gender balance in different job grades? - To what extent have the implementation of the GENOVATE "guiding principles on gender equality and diversity competence in research excellence standards" contributed to the development of the university's corporate and supporting strategies and policy review processes?

People	- To what extent has the GENOVATE project influenced stakeholder engagement with gender equality issues? - To what extent has the GEAP promoted change in terms of staff and middle managers' awareness and recognition of gender disparities? - To what extent has the GEAP promoted changes in relation to staff commitment to gender equality?

Source: GEAP evaluation practices.

➢ Check the Quality of Evaluation Questions

In tandem with the definition of contextualised questions, it is necessary to **check the quality of evaluation questions and prioritise them.** Some specific tips to consider when determining the quality of evaluation questions include:

- Questions must be directed to the **plan** and not events or social dynamics.
- Questions should involve **valuing** the plan, rather than merely inquiring into certain aspects of it.
- Questions **are not indicators**. They should present the concerns of stakeholders without considering how to measure them.

example

Questions must be directed to the plan and not events or social dynamics.

Questions to be Improved	Alternative Questions
• **What do you think are the barriers to achieving gender equality in research and innovation within the Higher Education sector?**	• What barriers are being found in the implementation of GEAP's activities focused on promoting gender equality in research an innovation?

Questions should involve valuing the plan, rather than merely inquiring into certain aspects of it.

Questions to be Improved	Alternative Questions
• **How can we emphasise actions aimed at introducing a gender dimension in research and innovation?**	• To what extent is a gender dimension being included in research and innovation? What are the main hindering and enabling factors?

Questions are not indicators. They should present the concerns of stakeholders without considering how to measure them.

Questions to be Improved	Alternative Questions
• **Is a mentoring programme being implemented?**	• To what extent is the mentoring programme supporting women's research careers?

➢ Prioritise Evaluation Questions

To prioritise evaluation questions the following '**prioritisation matrix**' is proposed, based on Cronbach's (1982) identification of two different criteria – degree of influence and degree of uncertainty. The degree of influence refers to the importance of each question in the decision-making process. The degree of uncertainty is related to the level of knowledge about the answer to the question.

Table 4: Prioritisation Matrix

	High Influence	Low Influence
High Uncertainty	1st questions to select: Very high priority questions	2nd questions to select: High priority questions
Low Uncertainty	3rd questions to select: Low priority questions	4th questions to select: Very low priority questions

Source: Bustelo (2001) and Bustelo and Ligero (2002-2016).

HOW DO WE DEVELOP EVALUATION QUESTIONS?

Tips From GENOVATE Partners

The structure of the evaluation questions and the evaluation's line of inquiry are based on critical points that must be analysed through the evaluation process. The evaluation questions are connected to diverse stakeholders' different information needs. These questions must be defined while taking each specific context into consideration. They should focus on strategic issues in order to generate useful and action-oriented conclusions and recommendations.

UNIBRAD's experience of evaluating its GEAP reveals the following tips to help you design evaluation questions:

- Identify the information needs of diverse stakeholders and ensure that the evaluation questions grasp their most strategic information needs.
- Distinguish between different priority levels, that is, the strategic level, the mid-management level and the operational level. Think about the "who" and develop questions according to these priorities.
- Review and check the quality of the questions in line with these priorities.
- Revise evaluation questions in each phase and redefine them throughout the project. As the implementation of GEAPs evolves, so too should the evaluation process evolve. If you define questions at the very beginning, these should be reviewed during the process. You need to adapt the evaluation questions to issues as they arise.

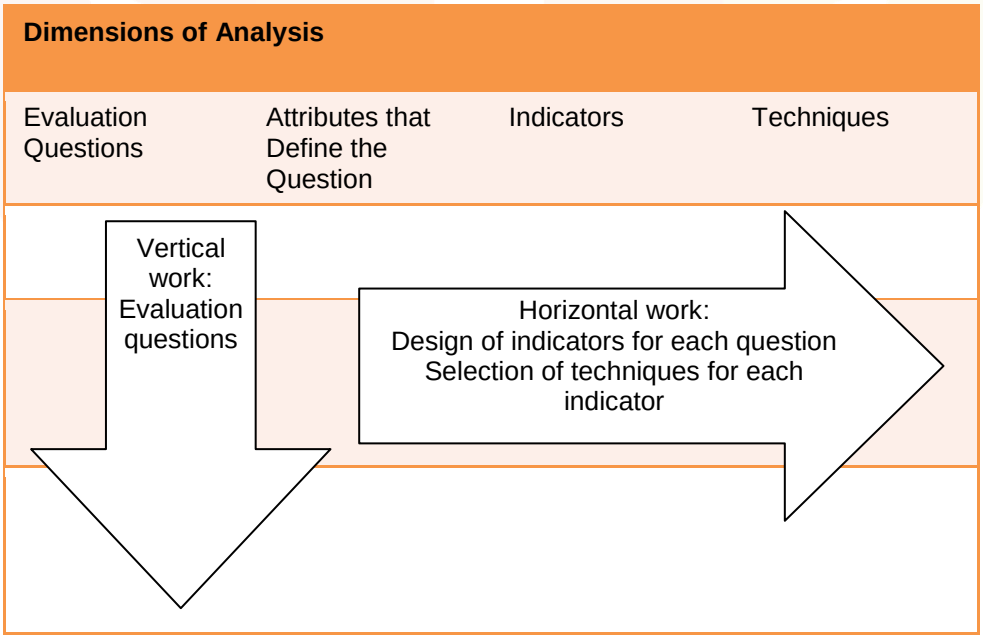
Although we can think about common areas and dimensions of analysis to assess gender change, evaluation questions must be linked to the interests of specific stakeholders, as well as to the particular evaluation context. For example, in the case of the GENOVATE project, intersectional or diversity issues have only included by those partners with a specific focus on this topic.

3.2.4. Create an Evaluation Strategy

The next step is to define a strategy for collecting data. When we think about an evaluation strategy, it is common to focus on defining indicators, selecting a methodological approach and selecting a set of tools. However, we cannot choose our evaluation indicators, methodological approach and tools if we do not first **start to operationalise our evaluation questions**. The starting point is to look at the evaluation questions posed and try to define, when necessary, the key attribute related to these questions. Once we have done so, we can specify the appropriate indicator for each question and select the most tools with which to gather information.

This process is called the **"operationalisation process"**. The operationalisation process may be defined as the sequence of activities by which theoretical gender change dimensions and stakeholders' evaluation needs are transformed into evaluation questions to answer, and the procedures by which do so. This process involves two different kinds of work: 1) vertical work and 2) horizontal work (Bustelo and Ligero, 2002-2016).

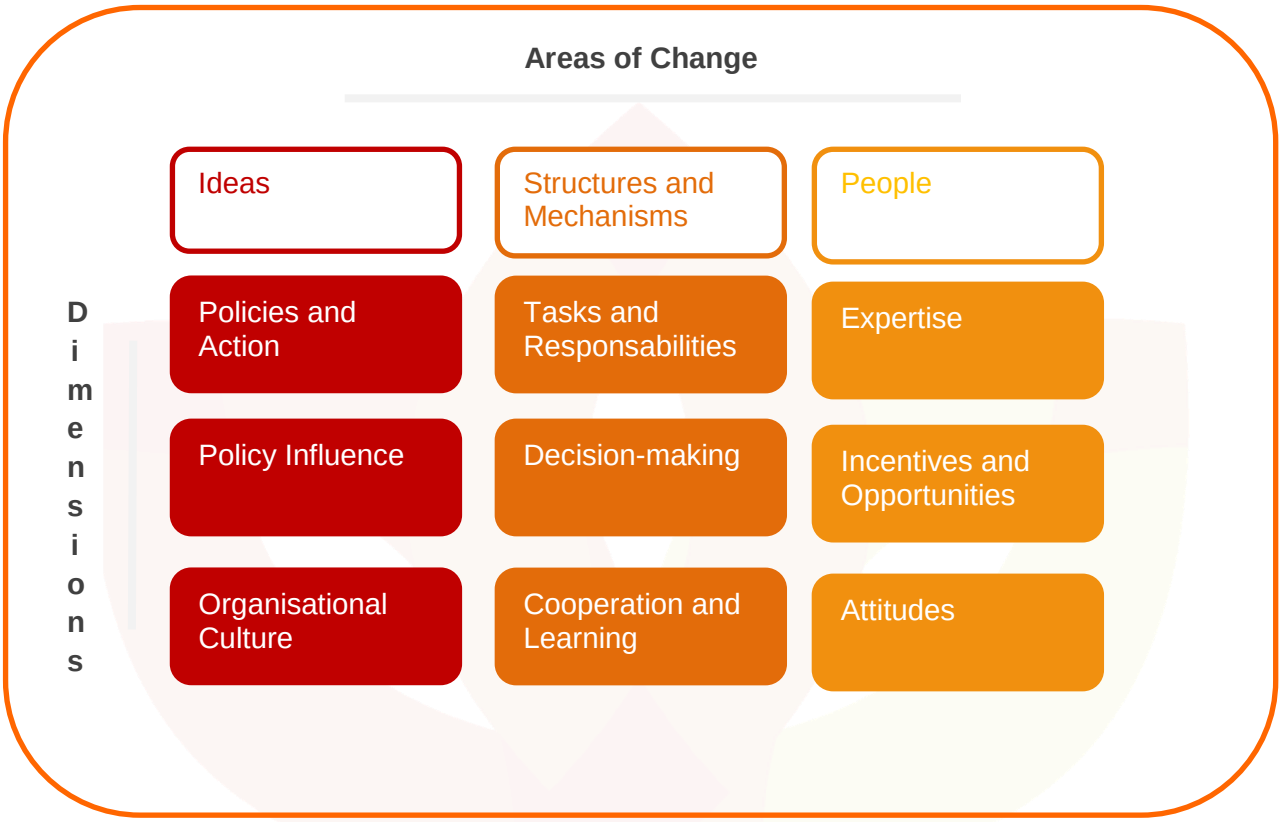
Table 5: Operationalisation Process



Source: Bustelo and Ligero (2002-2016).

1. **Vertical work**: Each evaluation question derives from a specific dimension of analysis and from the stakeholders' specific evaluation needs or interests. In the case of the evaluation of GEAPs, which seek to promote structural gender change, we propose to focus on gender change areas and dimensions (as in the following table) and prioritise them according to the evaluation interests of stakeholders.

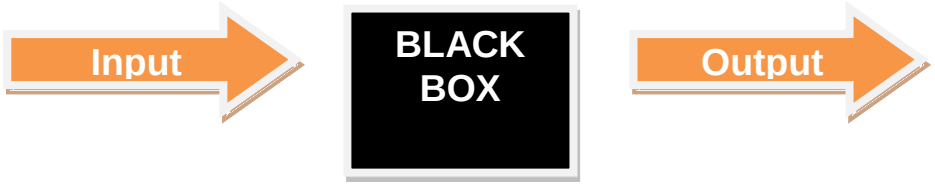
Box 6: Areas and Dimensions of Gender Change



These theoretical areas and dimensions of gender change may be combined with other kinds of dimensions when defining the **evaluation questions**. More concretely, these dimensions could be merged with: different parts of the project (design, processes, results); predefined evaluation dimensions or criteria (efficiency, effectiveness, relevance, impact, participation, etc.); areas that the project seeks to change (recruitment, selection and promotion procedures, working environments, organisational cultures, excellence in research and innovation, etc.), or other critical dimensions (Ligero et al., 2014).

In the case of GEAPs, we propose including specific evaluation questions according to the different parts of the project. Looking at these parts, we can discern useful information about the factors which hinder or enable the

implementation of our GEAPs and their ability to promote change. Therefore, we can collect information about what is known as the "black box" in the field of evaluation.



2. **Horizontal work:** Once the evaluation questions have been defined, we must think about the indicators to use for measuring these questions, as well as the tools to apply in this regard. In some cases, it is also necessary to specify the attributes that define each evaluation question. This occurs when the evaluation question is focused on an abstract or complex concept such as empowerment or participation.

   As for the **indicators**, these can be defined as "pointers". An indicator is a measure, a number, a fact, an opinion, or a perception that points to a specific situation or condition and measures changes in this situation or condition over time. In evaluation, we must be sure that each indicator gives specific information about the evaluation question that we are trying to answer.

   Indicators used in planning and monitoring can be used in evaluation to measure performance. However, it is necessary to design specific evaluation indicators to analyse other dimensions

   Indicators can be:

   - **Quantitative:** Measures of quantity. For example the percentage of staff trained on gender equality.
   - **Qualitative:** People's judgments or perceptions about a subject. These indicators focus on people's own experiences. For instance, their perceptions about the contribution of WPs' leadership to develop activities.

   According to Albert Einstein, "Not everything that can be counted counts, and not everything that count can be counted".

   In traditional evaluation methodologies, the accepted criteria for good indicators are Specific, Measurable, Achievable, Realistic, and Timebound (SMART). However, in reality, projects can bring about changes in communities or changes in the environment which may lead to adjustments of the projects themselves. Indicators may therefore be refined once a project starts.

   In this regard, as social change is a complex process, there have been calls to combine SMART and SPICED indicators (UN Women, 2015 and 2010; Espinosa, 2013a; UNEG, 2011; Moser, 2007; Roche, 1999; CIDA, 1997a and

1997b). This is only one typology of indicators and there are different ways of classifying them. Overall, however, this typology helps us to be creative and think about how best to "capture" gender change.

Table 6: SMART and SPICED Indicators

SMART Indicators	SPICED Indicators
Specific	**S**ubjective
Measurable	**P**articipatory
Achievable	**I**nterpreted and communicable
Relevant	**C**ross-checked and compared
Time-bound	**E**mpowering
	Diverse and dissagregated

Source: Roche (1999).

Below, we present **one example for each area of change** (ideas, structures and mechanisms, and people). As you can see, there are different attributes that define each question, as well as several indicators. The attributes will change depending on the features of the project. In addition, indicators have to be designed in line with evaluation questions and attributes.

example

The following examples are from GENOVATE partners' evaluation practices and the UCM team's feedback.

Dimension of Analysis: Ideas		
Evaluation Question	Attributes that Define the Question	Indicators
To what extent has the GEAP promoted changes in the inclusion of gender equality within the university's strategic documents (recruitment, retention and promotion policies)?	Acknowledgement of gender inequalities in the university's strategic documents (recruitment, retention and promotion policies)	- Acknowledgement of gender inequalities as an institutional problem in the university's strategic documents (recruitment, retention and promotion policies), at the beginning and at the end of the project
	Specific measures to be implemented in relation to the promotion of gender equality in a particular period of time	- Definition of concrete measures to promote gender equality, at the beginning and at the end of the project
	Concrete recourses to promote gender equality defined in the university's strategic documents (recruitment, retention and promotion policies)	- Resource (human and monetary) allocation to promote gender equality, at the beginning and at the end of the project
	Inclusion of gender equality commitments in the monitoring and evaluation of the university's strategic documents (recruitment, retention and promotion policies)	- Concrete gender indicators defined in the monitoring and evaluation of the university's strategic documents

Dimension of Analysis: Structures and Mechanisms		
Evaluation Question	Attributes that Define the Question	Indicators
To what extent has the GEAP promoted changes in relation to gender balance in decision-making mechanisms (equal opportunities in decision-making policies)?	Women's participation in decision-making mechanisms	- Increases in the number of women participating in male-dominated decision-making mechanisms since the beginning of the project
		- Increased attention to women's ideas and perspectives in male-dominated decision-making mechanisms since the beginning of the project

Dimension of Analysis: People		
Evaluation Question	Attributes that Define the Question	Indicators
To what extent has the GEAP promoted changes in relation to staff commitment to gender equality?	Recognition of gender biases and inequalities among staff	- Changes in staff visualisation and identification of gender biases and inequalities at the beginning and at the end of the project
	Staff attitudes regarding gender biases and inequalities	- Modification of staff's will to promote a more gender responsive culture inside the institution at the beginning and at the end of the project

In this phase of the evaluation process, we have to define a set of **tools or techniques for gathering information** in order to answer our evaluation questions. The techniques have to be in line with the indicators and provide information about

them. Broadly speaking, we can distinguish two different kinds of tools or techniques: quantitative and qualitative.

Quantitative techniques emphasise **objective measurement, demonstration of causality and the generalizability of results**. They seek to generate **extrapolable data** on a specific population group by selecting a sample of this group, which should be a statistically significant number of that population. At other times, they extract reliable information by studying the whole group.

Quantitative techniques are useful for answering questions like: **what?, how many?** and **how often?** However, they are less suitable to answer questions such as *why?*

In evaluation, small surveys – conducted on a small scale – are often used to answer evaluation questions. These small surveys analyse a few variables and do not use a statistically significant sample. However, they provide quantitative information in a short time frame which can be triangulated by employing other techniques.

By contrast, **qualitative techniques** focus on the **description and interpretative understanding** of human behavior in the framework of the individual or social group in which they operate. These techniques help to delve deeper into the cultural and symbolic ways of perceiving social reality. Such techniques allow us to collect **study cases, facts and issues in depth and in detail**.

Some Qualitative Techniques

- **Documentary analysis** is a technique which is **always used in evaluation.** Programmes, plans and institutions create significant information by themselves (monitoring system, information system, institutionalised reports, etc.). Documents and monitoring/information systems provide both **quantitative and qualitative data**.
- **Individual interviews** are useful for extracting **sensitive information** about processes and results. They provide a **wealth of information, flexibility and economic access** to information. However, these usually require considerable **time** and may involve problems of **reliability and validity**.
- **Focus groups** can help to **build a baseline and the stories** of the programme; to **assess progress**; and to handle **sensitive issues**. Their principle advantage is that they require **less time** than interviews, without losing any level of flexibility. Moreover, they involve the advantage of group interaction. The downside, however, is that an artificial situation is created and it poses **problems of generalisation and bias**.
- **Participant observation** allows for the recording of events in accordance with a set of dimensions of analysis. In general, it can be useful for: **corroborating** information; assessing critical points when **significant differences** between different points of views appear; taking into account **nonverbal behaviour and codes**; and analysing **hidden situations**.

– **Participatory workshops** (for instance, world café) are based on the interaction of similar or different actors in the same space. Through certain techniques related to group dynamics, reflection and debate are promoted to reach a common understanding of about **differences and consensus**. Such workshops allow us to observe a number of selected parameters, identify **major changes** therein and examine the **causes and implications** of these changes.

Our previous examples related to indicators are presented below, with the techniques proposed for application included for each of the cases.

example

The following examples derive from GENOVATE partners' evaluation practices and the UCM team's feedback.

	Dimension of Analysis: Ideas		
Evaluation Question	Attributes that Define the Question	Indicators	Techniques
To what extent has the GEAP promoted changes in the inclusion of gender equality within the university's strategic documents (recruitment, retention and promotion policies)?	- Acknowledgement of gender inequalities in the university's strategic documents (recruitment, retention and promotion policies)	- Acknowledgement of gender inequalities as an institutional problem in the university's strategic documents (recruitment, retention and promotion policies), at the beginning and at the end of the project	- Documentary analysis
	- Specific measures to be implemented in relation to the promotion of gender equality in a particular period of time	- Definition of concrete measures to promote gender equality, at the beginning and at the end of the project	- Documentary analysis
	- Concrete recourses to promote gender equality defined in	- Resource (human and monetary) allocation to promote gender equality, at the	- Documentary analysis

	the university's strategic documents (recruitment, retention and promotion policies)		beginning and at the end of the project		
	Inclusion of gender equality commitments in the monitoring and evaluation of the university's strategic documents (recruitment, retention and promotion policies)	-	Concrete gender indicators defined in the monitoring and evaluation of the university's strategic documents	-	Documentary analysis

Dimension of Analysis: Structures and Mechanisms					
Evaluation question	Attributes that define the question		Indicators		Techniques
To what extent has the GEAP promoted changes in relation to gender balance in decision-making mechanisms (equal opportunities in decision-making policies)?	Women's participation in decision-making mechanisms	-	Increases in the number of women participating in male-dominated decision-making mechanisms since the beginning of the project	-	Documentary analysis
		-	Increased attention to women's ideas and perspectives in male-dominated decision-making mechanisms since the beginning of the project	-	Individual interviews

	Dimension of Analysis: People		
Evaluation question	Attributes that define the question	Indicators	Techniques
To what extent has the GEAP promoted changes in relation to staff commitment to gender equality?	Recognition of gender biases and inequalities among staff	- Changes in staff visualisation and identification of gender biases and inequalities at the beginning and at the end of the project	- Surveys
	Staff attitudes regarding gender biases and inequalities	- Modification of staff's will to promote a more gender responsive culture inside the institution at the beginning and at the end of the project	- Individual interviews - Focus group

Nowadays, after the "paradigm war" between quantitative and qualitative evaluators, the general trend in evaluation is to use **mixed methods**. This implies using approaches, methods and techniques from a broad range of social science disciplines.

There is also general agreement about the importance of stakeholders' participation and the inclusion of the most vulnerable among them in order to ensure the quality of the evaluation process and results. This is further considered necessary to promote stakeholder ownership and the use of evaluation results. Special attention must be given in the selection and design of evaluation techniques to social systems and the specific context of the evaluation (UN Women, 2015 and 2010; Espinosa y Tamargo, 2015; UNEG, 2011; UN Women, 2010; Moser, 2007; Roche, 1999; CIDA, 1997a and 1997b).

Overall, in terms of the methodological design of a GEAP's evaluation, we encourage you to be **realistic, innovative and creative**.

HOW DO WE CREATE AN EVALUATION STRATEGY?

Tips From GENOVATE Partners

As mentioned above, the design of the evaluation strategy is linked to the specific evaluation questions. Thus, there is no unique evaluation strategy that is valid for every evaluation. However, there is increasing acknowledgement of the relevance of mixed-methods for evaluation in general, and for evaluating gender change in particular.

In this regard, when designing your evaluation, you may combine qualitative and quantitative methods to generate a more complete vision of the critical issues for the plan. These methods provide different kinds of information that can be cross-checked in order to produce a global picture.

In TU's evaluation experience, synergies between qualitative and quantitative techniques were very important for answering their evaluation questions. In their evaluation practice, the team used both qualitative techniques (focus groups and interviews) and quantitative techniques (surveys). Some interesting tips gauged from their practice are:

- In the case of the focus groups, try to ascertain the different profiles of the stakeholders who will be present. Design the focus groups according to these profiles. It is very important to ensure stakeholder participation. Think about how to involve them!
- Regarding the survey, you should think of ways to ensure the highest possible response rate and clearly define the different timings to apply to the survey.
- If you want to facilitate longitudinal analysis, try to generate data for a long-time period.
- Create control mechanisms for verifying results.

3.2.5. Analyse Data from an Evaluative Perspective

After defining a methodological strategy and gathering data to answer the evaluation questions, the next step in the evaluation process is to analyse all this data. Data analysis must be developed from an "evaluative" perspective. This implies wearing the "evaluative thinking" hat.

Broadly speaking, **"evaluative thinking"** can be define as:

> a cognitive process in the context of evaluation, motivated by an attitude of inquisitiveness and a belief in the value of evidence, that involves skills such as identifying assumptions, posing thoughtful questions, pursuing deeper understanding through reflection and perspective taking and making informed decisions in preparation for action (Buckley et al., 2015).

"Evaluative thinking" means using the evidence we have systematically gathered to answer our evaluation questions *in context*. It also means paying attention to the different uses of the evaluation. That is, conceptual, persuasive or instrumental uses (Weiss, 1998). The evaluation could seek to be a process for rethinking the logic or programme theory of the project; for analysing a situation and promoting change in some specific way, such as, for example, gender change; and/or in order to be useful for making decisions about the present or future of the project. Therefore, the analysis of data should pay attention to the specific use or uses of the evaluation in any concrete case.

Overall, there are **two major kinds of data analysis**: quantitative or statistical analysis, and qualitative analysis.

As in social science in general, analysis may be quantitative *and* qualitative. However, in evaluation, this analysis is mediated by so-called "evaluative thinking".

Quantitative or statistical analysis seeks to provide numerical data. It varies according to the number of studied variables. In this regard, three types of quantitative analysis may be distinguished:

- Univariate analysis, which describes one variable. For example, frequencies (%) and statistical average. This type of analysis allows for the comparison of values of the variable analysed with others related to other populations.
- Bivariate analysis, which studies the relation among two variables. For instance, contingency tables and simple regression.

- Multivariate analysis, which focuses on the relation of three or more variables and is the least used in evaluation and social science. For example, multiple regression.

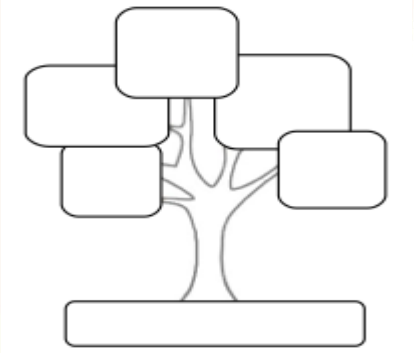
For this kind of analysis, certain software programmes can be used. The most frequently used are SPSS and Microsoft Excel.

In relation to **qualitative analysis**, its main goal is to provide an accurate description of the events and situations which are evaluated. The description should be carefully separated from the interpretation, which seeks to give meaning to the results of the evaluation and situate the events in terms of cause and effect. The temptation to interpret before describing endangers the rigour of qualitative analysis.

In this regard, it is important to differentiate in two different phases:

1. Describing and coding the information → **2. Interpreting the information and cause-effect relationships**

Coding involves creating specific "labels". In evaluation, these labels could be the dimensions and sub-dimensions of analysis or the evaluation questions.



The relation among different data could be graphically expressed as a tree, where information below helps to explain information at the top.

In this kind of analysis, **non-verbal language** and attitudes must be taken into account.

Some of the most used **software programmes** for qualitative analysis are Atlas´ti and Nvivo. These help to organise and code information, as well as to establish cause-effect relationships.

important

In this step, it is important **not to forget** that:

1. **The answers** to the evaluation questions must be **based on evidence.**
2. The strongest answers are those which **combine data** from **different gathering tools** (surveys, interviews, documentary analysis, participatory workshops, etc.).
3. The **triangulation of data** facilitates the cross-checking of information and provides a more complete picture of the processes and results of the project.

HOW DO WE ANALYSE DATA FROM AN "EVALUATIVE" PERSPECTIVE?

Tips From GENOVATE Partners

In this evaluation step, the specific uses of the evaluation practice must be the basis for the analysis of data. You should not forget that evaluation seeks to be a useful exercise and, therefore, data analysis should be action-oriented.

In this regard, the LTU team suggests combining qualitative and quantitative data analysis in order to yield more robust data. Qualitative data provide information from a more open-minded or inductive approach. The team offer important ideas for the analysis of quantitative data.

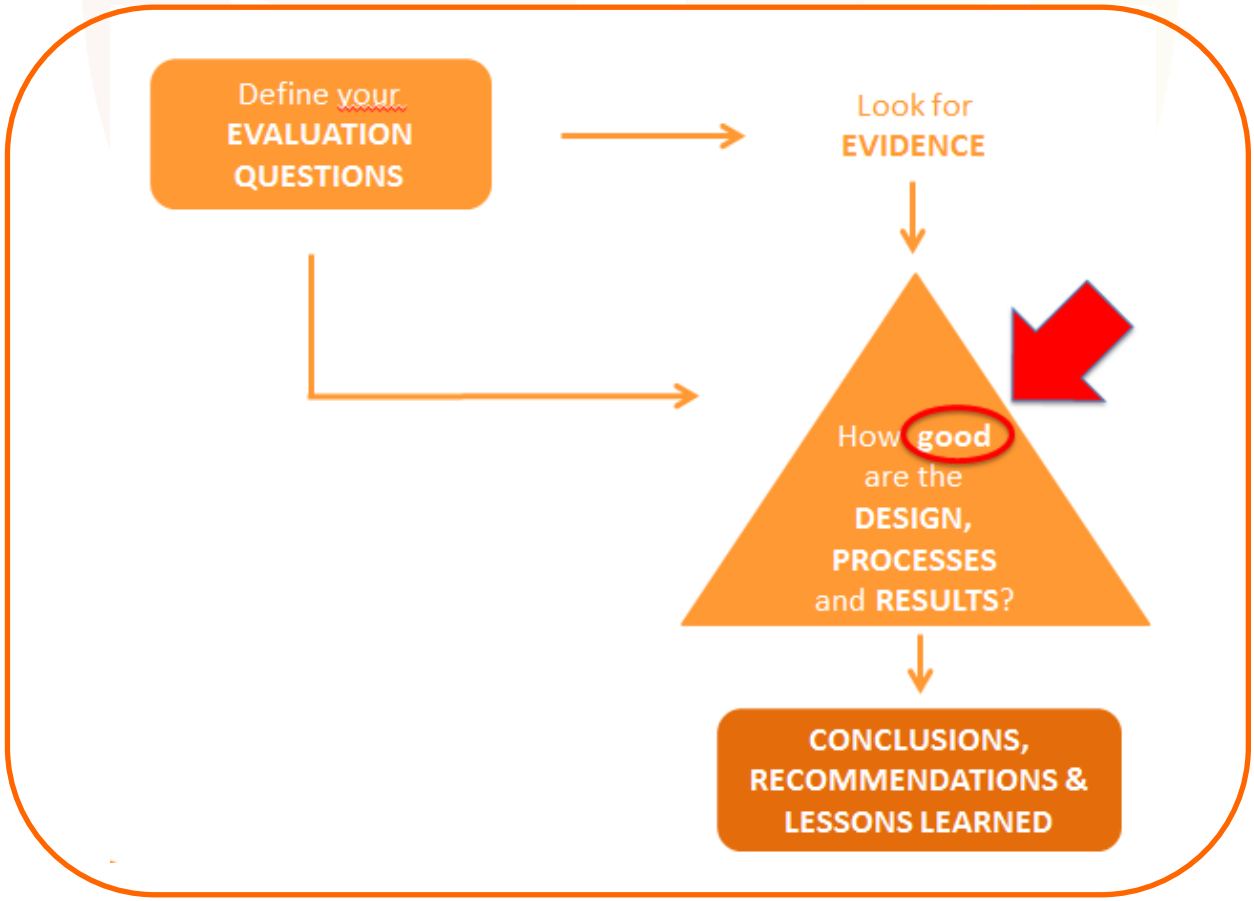
Additionally, the LTU evaluation experience proposes the establishment of a specific gender sensitive data collection system at universities at the beginning of the GEAP's implementation. This is extremely useful when we evaluate the GEAP. Perhaps most importantly, such a system provides a wealth of information when necessary and, moreover, it helps evaluation become an opportunity for conducting more in-depth analysis.

3.2.6. Seek and Communicate New Understanding

As we mentioned in the previous chapter, analysis is connected to the different uses of the evaluation. In this phase of the evaluation process, **new understanding** should be explored in light of these uses, as well as in terms of the different areas of change and dimensions of analysis. This is the moment for assessing the information you have gathered and defining how good the design, processes and/or results are.

The definition of "good" design, processes and results is fairly context-specific. Evaluation focuses on what is functioning, for whom and where (Pawson and Tilley, 1997 and Pawson, 1989). **Quality criteria** – understood to be the elements which contribute to success – help us to evaluate the GEAP. It is difficult to claim that there are universal or pre-defined quality criteria, because although these may be useful for comparing GEAPs, they are not always relevant for learning about how change occurs, and what the enabling and hindering factors are in each concrete context.

Box 7: How Good are the Design, Processes and Results?



Source: Adapted from Davidson (2012).

The definition of quality criteria is also an important part of knowledge construction. Thus, this definition is not neutral. Rather, it is influenced by our understanding of "success" which the evaluation purposes, as well as the often unequal power relationships in the evaluation process (Brisolara et al., 2014; Podems, 2010; Batliwala and Pittman, 2010). In this regard, although pre-defined quality criteria can be used to inspire specific criteria, a good evaluation team should always pay attention to the concrete context and where gender issues stand therein. Quality criteria should be sensitive to contextual and institutional variations (Bustelo and Espinosa, 2015).

➢ Quality Criteria for Evaluating GEAPs

In this section we propose quality criteria for evaluating GEAPs, based on Navarro's (2007) and Mukhopadhyay's et al. (2006) adaptation of Tichy's framework and the work undertaken in the GENOVATE project. The experiences of GENOVATE partners allow us to distinguish **three different kinds of quality criteria[5].** These take into account their relevance for assessing success or "quality" in terms of a plan's ability to promote gender change.

1. **Core quality criteria**: These are related to the elements which are crucial for promoting gender change.
2. **Contributing quality criteria**: These refer to elements that are important for boosting change in terms of gender equality.
3. **Supporting quality criteria:** These support gender change but are not central to this process.

The elements included in each form of quality criteria refer to the actions necessary to promote structural gender change in universities. In some universities with a more in-depth background on gender issues, these actions could be seen as a means for achieving a goal. For example, the availability of economic resources could be taken to be means in some contexts and as a key goal in others.

[5] This classification of quality criteria is based on the reflection of GENOVATE partners about the relevance of each of these criteria for the evaluation of their GEAPs.

Table 7: Quality Criteria for Evaluating Gender Change in Different Contexts

Type of Quality Criteria	Ideas	Structures and Mechanisms	People
Core quality criteria	Endorsement of senior teams and top managers	Definition of gender sensitive recruitment, promotion, procedures and retention and funding systems	Engagement of men
	Promotion of work-life balance as a value for the university	Mechanisms that monitor gender balance in terms of different kinds of job contracts and in wages	
		Gender balance in decision-making mechanisms	
Contributing quality criteria	Increased gender awareness in the university community and in production	Inclusion of gender issues in research and innovation systems	Gender training provided to staff, teachers and researchers
	Promotion of political gender equality discourse among academia	Gender balance in the distribution of tasks and responsibilities at different management levels	Staff awareness and recognition of gender inequalities (discrimination and inequities) and of the gender structures, systems and concepts that reproduce gender inequality
	Inclusion of gender equality and diversity as a priority/ strategic objective for the university		Engagement of middle managers and administrative staff
	Availability of economic resources		Staff willingness/openness to gender change

	Participation in external gender networks Transparency and accountability in terms of gender equality actions and results Gender sensitive language		
Supporting quality criteria	Shared understanding of gender equality and diversity issues among academics and top managers	Advisory role of the gender unit to other departments	Equality champions participate in recruitment, promotion and retention as well as in planning activities
	Structural focal point/unit/officer	Promotion of gender sensitive team work (teams recognise gender biases and seek ways for including both women and men in a collaborative approach	Strategies to reduce gender bias and resistances to gender change in terms of resources and responsibilities
	Pro-gender equality image		Availability and use of specific gender resources (gender expert database, lists of relevant reports, extensive bibliographic references) Specific actions to promote equal opportunities in women's and men's careers

Depending on the **focus of the evaluation** – design, processes and/or results – the criteria above must be interpreted in different ways in order to assess the success or quality of the evaluated GEAP. When evaluating the design, we must first assess whether these criteria are included in the GEAP's design. In the evaluation of processes, we should analyse whether these processes are oriented to promote change in this way. Finally, when evaluating the GEAP's results, we must check the extent to which transformations in these elements have been promoted.

In every instance, all quality criteria have to **be interpreted in a contextualised manner**. Thus, while quality criteria give us helpful tips about where to look at the GEAP, this must always be accompanied by previous knowledge of the gender

starting point. Success or quality can only be ascertained by taking into account the specific context. In this regard, not all the quality criteria must be assessed in all cases.

For example, in a context with a limited background on gender, a GEAP could be successful if it increases levels of support among senior teams and top managers; establishes gender recruitment, promotion, retention and funding systems; defines mechanisms that monitor gender balance in different kinds of job contracts; and boosts gender balance in decision-making mechanisms (all core quality criteria). In a context with high levels of experience on gender, a GEAP could be considered successful if it achieves different kinds of core, contributive and supportive criteria, but not necessarily all of these.

The proposed set of quality criteria for evaluating GEAPs does not seek to be exhaustive. Rather, these are a model to support and inspire evaluators, so as to help them assess the quality and success of plans which promote gender change in their specific contexts.

➢ Presenting and Communicating Evaluation Results

In tandem with determining how good the design, processes and results are, the evaluation team must be identify and present different kinds of information about the GEAP. It is not only important to present the results and conclusions – we also have to offer recommendations and enumerate lessons learned.

- **Results or findings**: Evidence related to the GEAP evaluated.
- **Conclusions**: Factors which contribute to the success or failure of the GEAP. These must be based on the data gathered, its analysis and its interpretation.
- **Recommendations**: Specific proposals for action which are derived from the results and conclusions. These should be oriented to improve the quality of the project and inform decision-making.
- **Lessons learned**: Generalisations based on the concrete evaluation experience which could be interesting for other projects or evaluations.

All of this information should be presented in the evaluation report, which is the principle means of sharing the evaluation results. These evaluation results must provide useful information for decision-makers and other stakeholders. The information which should be included in evaluation reports is described below.

Box 8: Structure of the Evaluation Report

- Introduction: Commissioner, project and scope.
- Evaluation Goals and Methodology: Presentation of the evaluation goals, the use of different tools and the reasons why these have been selected.
- Evaluation Results or Findings.
- Conclusions and Recommendations.
- References: Books, papers, and the internal documents revised, etc.
- Appendixes: Evaluation matrix, specific information about the evaluation tools used, summary of statistical information, etc.

In addition to the evaluation report, other ways of communicating results may be employed. The effective communication and dissemination of evaluation results not only contributes to greater accountability, but also enables different stakeholders to learn about the GEAP. This contributes to broader knowledge generation on how to promote gender change. In this regard, an evaluation dissemination strategy could be elaborated to communicate the evaluation results to key internal and external stakeholders through diverse, effective, creative and barrier-free methods. This evaluation dissemination strategy could include, in addition to the evaluation report, multi-media presentations using programmes like PowerPoint, as well as webinars, videos and photo exhibitions, etc. (UN Women, 2015).

HOW DO WE SEEK AND COMMUNICATE NEW UNDERSTANDING?

Tips From GENOVATE Partners

In this final step of the evaluation process, you should analyse your evaluation data. To do so, you must take into account the evaluation questions and specific features of the context in order to formulate a strong first draft of the results and learning. After this, you may look at the proposed quality criteria for evaluating GEAPs and reflect on the quality and success of the plan: what goal does the GEAP pursue? What has it achieved? What have the enabling and hindering factors been in the GEAP's implementation? In this specific context, what have you learnt? How could you increase gender change in future actions?

At this stage, you should present the main results or findings, conclusions recommendations and lessons learned in a clear manner. You must also consider how best to communicate them. Do not forget that evaluation seeks to be a useful exercise. Thus, this is a crucial moment for sharing new knowledge about the GEAP and how to promote gender change. Ideally, you should design an attractive evaluation report as well as multi-media presentations to reach out to all relevant stakeholders.

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Appendix. Adapted Tichy's framework for evaluating structural change at universities: areas, dimensions and elements based on the GENOVATE experience[6]

[6] This adaptation of Tichy's framework is based on Navarro (2007) and Mukhopadhyay et al. (2006). It also incorporates inputs from different studies about evaluation and gender mainstreaming (Derbyshire, 2013; Mergaert, 2013; Mergaert et al., 2013; Groverman and Kloosterman, 2010; Moser, 2005). The present proposal has been the result of work by GENOVATE partners in evaluating their GEAPs.

AREA: IDEAS

Policies and Action:

These refer to changes in terms of the incorporation of gender issues in strategic documents, the availability of resources (budget, staff, materials, time) and the existence of a gender sensitive monitoring system, among other issues.

- Gender equality in the university's strategic documents. For examples, inclusion of a gender perspective in its recruitment, retention and promotion policies.
- Economic resources (for studies, training, personnel, etc.). Specifically, the existence of gender budgeting.
- Staff specifically dedicated to gender equality.
- Time (dedicated staff has time to perform their mandate).
- Gender tools, methods and support material for including gender issues in the university's policies and action.
- Gender sensitive monitoring system (the monitoring of university activities includes specific gender indicators and sex-disaggregated statistics).
- Monitoring of policies that have included a gender perspective.

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Policy Influence:

This is related to gender commitment at the senior management level, the influence of the Gender Unit and internal gender sensitive individuals, as well as to the role of external “gender voices” and partnerships.

- Commitment and support for gender equality from high-level university management.
- A strong gender unit with credibility and influence in the university’s structures.
- Gender sensitive people influencing the organisation from within.
- External “gender voices” systematically embedded in the process.
- External partnerships with relevant gender sensitive civil society organisations (CSO) and institutions to promote gender equality in the university.

Organisational Culture:

This is linked to the recognition of gender inequality as a problem, gender equality as a part of the university's reputation and work-life balance as a value. Additionally, it concerns the promotion of a pro-gender equality image and a gender sensitive image.

- Gender awareness and gender mainstreaming as a management priority (recognition of gender inequality as a problem that must be addressed, not only externally).
- Gender equality linked to the university's reputation.
- Work-life balance as a value for the university.
- Pro-gender equality image (gender equality expressed as a value for the university).
- Gender sensitive language.

AREA: STRUCTURES AND MECHANISMS

Tasks and Responsibilities:

This refers to issues like gender balance in the distribution of tasks and responsabilities, as well as in the coordination mechanisms. It further concerns the inclusion of a gender perspective in the planning of activities and the advisory role of the gender unit for other departments.

- Gender balance in the distribution of tasks and responsibilities at different management levels.
- Gender sensitive recruitment, promotion and retention systems and procedures.
- Gender sensitive criteria for recruitment, promotion and retention.
- Gender sensitive criteria for receiving funding.
- Gender perspective in the planning of university activities.
- Advisory role of the gender unit to other departments.

Decision-making:

This is connected to gender balance in decision-making mechanisms, as well as to the existence of mechanisms to apply a gender perspective in decision-making processes, among other issues.

- Gender balance in decision-making mechanisms.
- Gender balanced recruitment and promotion panels.
- Mechanisms that monitor gender balance in different kinds of job contracts and in wages.
- Mechanisms to apply a gender perspective in decision-making processes (identification of gender biases and the gender dimensions which contribute to reproducing structural gender inequality. For example, questioning and revisiting the concept of excellence and innovation, evaluation mechanisms, etc. from a gender perspective.

Cooperation and Learning:

This refers to gender sensitive teamwork, the inclusion of gender issues in universities' knowledge services and innovation systems, and gender networking outside the institution.

- Gender sensitive teamwork (teams recognise gender biases and promote ways for including both women and men).
- Networks between gender researchers.
- Inclusive innovation systems and strategic networks.
- Positive working environment and gender competent cultures.
- Gender issues in the university's knowledge services.
- Gender issues in research and innovation systems.
- Gender networking outside the university with academics and non-academics/practitioners.

AREA: PEOPLE

Expertise:

This is related to how gender expertise is incorporated within the institution and the use to which this is put.

- Gender equality issues integrated in training provided to staff, teachers and researchers.
- Participation of gender equality champions in recruitment, promotion and retention practices.
- Use of gender knowledge (e.g. academic, baseline information).
- Use of specific gender resources (gender expert database, lists of relevant reports, extensive bibliographic references).
- Networks between gender experts at universities.
- Gender expertise structurally embedded in the process (for example, the use of gender expertise is systematically planned in evaluation; the opinion of a gender body is required systematically for certain policies; etc.).
- Access to in-house expertise (for example, expertise provided by a gender unit) and access to external expertise.

Incentives and Opportunities:

This refers to the inclusion of a gender perspective in the reward/ incentive system, sanctions to discourage gender biases, and equal career opportunities for women and men, among other topics.

- Gender perspective included in reward/incentive systems.
- Specific mentoring actions to support women.
- Setting targets for the number of women professors at the university.
- Space for promoting gender equality in the university's activities.
- Physical infrastructure for carrying out gender focused activities integrated in the general infrastructure.

Attitudes:

This is connected to staff commitment to gender equality; staff recognition of gender inequalities and gender structures, systems and concepts; staff willingness to evoke gender change; and resistances to a gender balanced distribution of resources and responsibilities.

- Staff commitment to gender equality.
- Staff awareness and recognition of gender inequalities (discrimination and inequities) and of gender structures, systems and concepts that reproduce gender inequality.
- Staff willingness/openness to gender change.