planning, monitoring & evaluation
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Gender Responsive Evaluations Guideline 2.2.24

How to Conduct Gender Based Evaluations?

Created: October 2020

Addressed to	Government departments and entities (schedule I & II) who are undertaking evaluations (programme managers and M&E staff) as well as evaluators of government programmes and policies.
Purpose	The purpose of this guideline is to guide evaluators and commissioners of evaluation on how to mainstream gender when conducting evaluations to ensure that evaluations address government's commitment to gender equality and women's empowerment.
Policy reference	- Constitution of the Republic of South Africa, 108 of 1996 - The Government-Wide Monitoring and Evaluation (GWM&E) Framework - National Evaluation Policy Framework, 2019 - South African National Policy Framework for Women's Empowerment and Gender Equality, 2002 - Framework on Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing, 2018
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1. INTRODUCTION

The South African government has prioritised gender equality, women's empowerment and human rights as cross-cutting issues in national, provincial, sectoral and local policy and planning instruments as well as programming interventions. While the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals (MDGs) and since 2015 the Sustainable Development Goals (SDGs) women and girls continue to suffer marginalisation, discrimination and violence in every part of the world. As a society, South Africa has achieved considerable progress in many aspects of women's social and economic empowerment but many challenges and obstacles remain to their full participation.

The Government-Wide Monitoring and Evaluation (GWM&E) Framework seeks to embed a performance management system within the public sector. It articulates monitoring and evaluation principles, practices and standards to be used throughout Government. An important building block of the DPME approach is the creation of a strong performance culture within government, with a focus on demand for evidence, generation of evidence and use of high-quality evidence by policy-makers, public officials and implementing partners to inform ongoing planning and programme implementation. The National Evaluation Policy

Framework, 2019, outlines principles that underpin the selection of evaluations, including the principle of inclusivity. The policy makes a specific commitment to include priorities relating to gender equality and women's empowerment, youth development and the concerns of persons with disabilities when undertaking evaluation projects.

All government departments, public entities, provinces, and municipalities have a mandate to deliver on gender equality and women's empowerment (GEWE). A challenge facing the government, however, is the limited availability of evidence-based national and sectoral diagnostics on GEWE to inform interventions, policy, programming and budgeting. The Department of Women, Youth and Persons with Disabilities within the Presidency has noted in its Gender-Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework (2019) that there is poor accountability for GEWE performance across the state sectors and public entities, which are responsible for the bulk of public expenditure in the country. There is also a need to improve the generation of relevant evidence to inform GEWE policy and programming.

This Gender-Responsive Evaluation Guideline aims to support and guide evaluators and commissioners of evaluation in initiating, managing and/or using gender-responsive evaluations by providing direction, advice and tools for every step in the evaluation process: planning and budgeting for evaluations, commissioning evaluations, preparation, conducting, reporting, evaluation use and follow up and the institutionalisation of evaluations. As part of efforts to professionalise the evaluation function in government and public entities, this guideline further seeks to support mainstreaming of gender in government policies, planning, budgeting, legislation, programmes and knowledge management.

2.   WHAT IS A GENDER RESPONSIVE EVALUATION?

The National Evaluation Policy Framework (2019) defines evaluation as: a systematic collection and objective analysis of evidence on public policies, programmes, projects, functions and organizations to assess issues such as relevance, performance (effectiveness and efficiency), value for money, impact and sustainability, and recommend ways forward. Based on different objectives, purposes and evaluation questions, a set of standard types of evaluation is used across government in South Africa.

The role of gender-responsive evaluation is therefore critical in assisting government to understand the extent to which its policies and programmes are relevant and effective in terms of achieving the desired gender equality, women's empowerment and human rights outcomes. Gender-responsive evaluation can enhance gender equality and the empowerment of women by incorporating gender and women's rights dimensions into evaluation approaches, methods, processes and use. Thus the evaluation is not only a driver of positive change towards gender equality and the empowerment of women, but the process itself also empowers the involved stakeholders and can prevent further discrimination and exclusion[1].

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[1] (*Un-Women-Evaluation-Handbook, 2015, p. 4*)

Gender-responsive evaluation is a powerful tool for learning, decision-making, budgeting, and accountability that supports the achievement of gender equality and women's empowerment. As such, it is a priority for the Department of Planning, Monitoring and Evaluation (DPME).

A gender-sensitive evaluation approach will assist government and its partners to understand where government programmes and projects fall on the gender equality continuum. This method of gender mainstreaming consciously integrates gender equality concerns into the evaluation objectives but also into the evaluation methodology, approaches and use.

The GWM&E Framework has the following seven guiding principles for monitoring and evaluation:
1. Evaluation should be development-oriented and should address key development priorities of government and of citizens.
2. Evaluation should be undertaken ethically and with integrity.
3. Evaluation should be utilisation oriented.
4. Evaluation methods should be sound.
5. Evaluation should advance government's transparency and accountability.
6. Evaluation must be undertaken in a way which is inclusive and participatory.
7. Evaluation must promote learning.

In looking at these guiding principles evaluation stakeholders need to ask, "are these principles adequately engendered?". To think more deeply about the principles using a gender lens the following questions can be posed:

Table 1:GWM&E Guiding Principles

GWM&E GUIDING PRINCIPLES	CRITICAL GENDER CONSIDERATIONS
Evaluation should be development-oriented and should address key development priorities of government and of citizens	✓ Does the evaluation address government's national, regional and global commitments and policy priorities relating to gender equality and women's empowerment, including young women and women with disabilities ✓ Has the evaluation taken into account the common and differential development priorities and needs of South African women and girls, men and boys?
Evaluation should be undertaken ethically and with integrity	✓ Do the evaluation ethics take into account the specific needs/sensitivities around women and girls, men and boys? ✓ Does the design of the evaluation eliminate gender biases and include actions aimed at reducing any possible distress and inequalities caused to women/girls by the research? ✓ Does the evaluation apply the principle of **beneficence** in determining that the evaluation makes positive contributions towards securing the welfare of women and girls, men and boys?

	✓ Does the evaluation consider the Framework on Gender-Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing
Evaluation should be utilisation-oriented	✓ Will the findings and recommendations of the evaluation serve to address service delivery imbalances between women and men? ✓ Does the evaluation identify, consider and engage women and girls, men and boys as the primary beneficiaries of the evaluation
Evaluation methods should be aligned with the ToR, conform to M&E best practice, and reflect a detailed understanding of equity issues	✓ Are the TOR and concept notes gender sensitive? ✓ Does the evaluation include specific questions which are gender sensitive? ✓ Does the evaluation design include an assessment of potential gender inequalities (gender analysis)? ✓ Does the evaluation design make provision for gender-sensitive indicators? ✓ Does the evaluation design require the collection/use of gender-disaggregated data? ✓ During data collection, are the persons being interviewed or surveyed gender-diverse and representative of all concerned project partners and beneficiaries?
Evaluation should advance government's transparency and accountability	✓ Does the evaluation design foreground the need for government departments to account for their gender equality and women's empowerment targets? ✓ Does the evaluation employ the principle of transparency and conducted in a consultative manner with gender mainstreaming experts.
Evaluation must be undertaken in a way which is inclusive and participatory	✓ Is there adequate gender balance in the Evaluation Steering Committee and the team undertaking the evaluation? ✓ Do the evaluators fully understand the extent to which certain marginalised groups, such as poor women living in rural areas, can be included in the evaluation in a gender-sensitive way? ✓ How is the male/female/LGBTQIA+ perspective taken into account when assessing the data? ✓ Does the evaluation promote and encourage the participation of stakeholders and inclusiveness of women, girls, men and boys
Evaluation must promote learning	✓ Do the recommendations of the evaluation provide the commissioning department with guidance on how better to address gender inequalities through their programming?

3. APPLYING A GENDER LENS TO EVALUATIONS

In order to assess the impact of government work on gender, there is a need to understand that gender is not "men versus women". Gender is a social construct and a process of judgement and inequality based on unequal gender power relations, stereotypes and norms

of masculinity and femininity. Very often these may be difficult to see because they align with our pre-existing assumptions, and only become evident if looked at through a gender lens.

While women in general face gender-based discrimination, it is important to note that women are not a homogenous group and that women's inequality and deprivation is also based on their race, class, spatial location, disability and other dimensions (DWYPD 2019).

Gender-responsive evaluation approaches will take into account the fact that issues of gender equality need to be addressed at different levels:
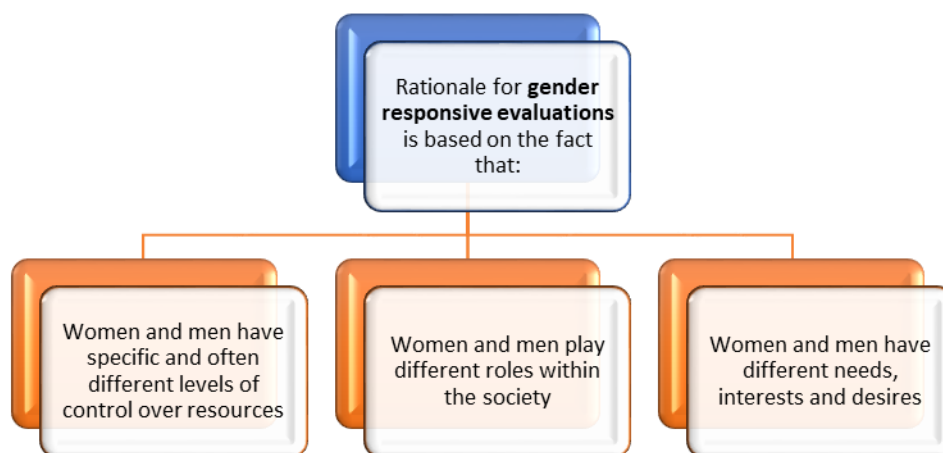

Figure 1: Gender Equality Needs

An evaluation of a sanitation programme, for example, will need to consider why gender equality issues are important in the water and sanitation sector. Women and men usually have very different roles in water and sanitation activities and these differences are particularly pronounced in rural areas. Women are most often the users, providers, and managers of water in rural households and are the guardians of household hygiene. If a water system breaks down, women, not men, will most likely be the ones most affected, for they may have to walk further for water or use other means to meet the household's water and sanitation needs. In understanding whether the programme is relevant, effective, and sustainable the evaluators will need to view the programme through a gender lens of women's practical and strategic interests[2].

4.   PLANNING FOR EVALUATIONS

The National Evaluation Policy Framework (NEPF) identifies the need proper planning for evaluations by government and requires the development of evaluation plans at a national, provincial and departmental level. The NEPF further identifies criteria for identifying evaluations to be included in the evaluation plans. Among the identified criteria is the achievement of gender equity through interventions. This specifies that evaluation processes must be engendered to ensure that gender equality considerations are addressed across the evaluation and that the differential impact of interventions on women and men are appropriately measured and assessed.

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[2]   The strategic / practical needs model of gender analysis was originally developed by Caroline Moser.

The GRPBMEA Framework further identifies the need to ensure that evaluation plans ensure equitable allocation of resources to gender evaluations and that these plans include both targeted gender evaluations of programmes as well as the inclusion of gender-responsive questions in each evaluation.

5. PREPARATION FOR EVALUATION PROJECTS

The National Evaluation Policy Framework notes that preparation for any evaluation requires investment in time and thought. The organisation needs to:

- Decide on why and when to conduct an evaluation.
- Conduct a literature review or research synthesis exercise to identify what research exists in order to define the key questions to address.
- The evaluation head in consultation with the programme manager must determine and clarify the objective of the evaluation, draft the terms of reference and decide whether to undertake the evaluation internally or externally.
- The evaluation head in consultation with the programme manager needs to go through an appropriate process to select an evaluation team and team leader. In addition, more often than not evaluation requires the involvement of programme management team to ensure ownership of results and inclusion of other partners or stakeholders beyond the line function that manages the programme. It is therefore advisable that key partners are involved in each step of the evaluation process for ownership and use.
- The skills transfer component should be embedded in the evaluation process.

In preparing for evaluations, it is imperative to include gender equity and other equity issues related to vulnerable groups. The pre-design phased should take into account the equity challenges in a particular sector.

6. DETERMINING THE EVALUABILITY OF GENDER EQUALITY/ HUMAN RIGHTS DIMENSIONS OF THE INTERVENTION

There is a requirement across government that all policies, programmes and projects should be outcomes-based, measurable and gender-responsive. It is much easier to evaluate the gender equality, women's empowerment and human rights dimensions of an intervention when they have been addressed during the design, implementation and monitoring of an intervention. The reality is that interventions do not always mainstream gender equality and human rights dimensions effectively or measurably, so it is important for the evaluation manager and evaluation team to have the skills and knowledge to ensure the assessment of these dimensions during an evaluation.

5.1 Evaluability Assessment

An **evaluability assessment** is a systematic process intended to determine whether an intervention is in a condition to be evaluated, justified, feasible and likely to provide useful information. For large-scale and cost-intensive evaluations such as impact evaluations, an evaluability assessment should be a standard requirement. Its purpose is not only to conclude

if the evaluation can be undertaken or not, but also to prepare the intervention to generate all the necessary conditions to be evaluated. Interventions will fall into two categories:

- Where either human rights and/or gender equality is the primary focus of the intervention.
- Where gender equality and human rights dimensions are not the primary focus areas of the intervention.

All evaluations in both categories should include an assessment of the gender equality and human rights dimensions of the interventions.
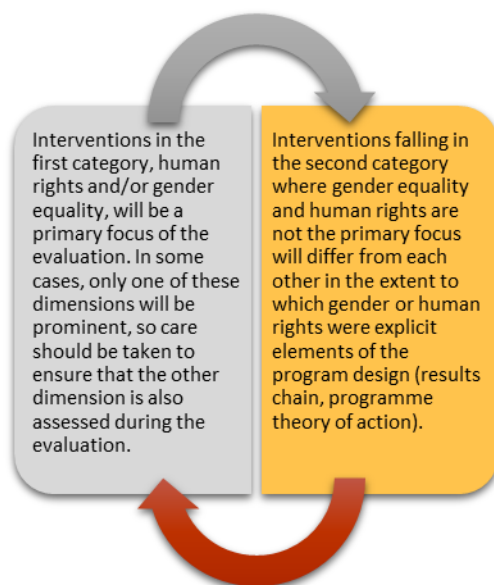

Figure 2: Assessing the centrality of gender equality and human rights within an evaluation

An evaluability assessment will assist evaluation managers and the evaluators to prepare the programme to create the conditions necessary for an evaluation. It typically takes place at the beginning of an intervention but can be carried out at any point of the implementation. An evaluability assessment is not a replacement for a high-quality programme design. An evaluability assessment is useful for ensuring the intervention is ready for an evaluation. It is in the best interest of government departments to either invest the time and funds necessary to hire external consultants to conduct an evaluability assessment or to have one conducted internally by the respective office. The evaluability assessment will review:

- Gender equality and human rights responsiveness within programme design.
- Availability of relevant monitoring information and data, including sex-disaggregated data.
- Conduciveness of the context for evaluation.

5.2 Developing gender-sensitive evaluation Terms of Reference

DPME Standards for Evaluation states that clear terms of reference are developed for the evaluation which specify what is required and appropriate for the policy, programme, or project being evaluated. The planning and design phase culminate in the drafting of a Terms of Reference (TOR), presenting the purpose, scope, and objectives of the evaluation; the

methodology to be used; the resources and time allocated; reporting requirements; and any other expectations regarding the evaluation process and products.

The evaluation manager will have the greatest influence in terms of incorporating human rights and Gender Equality (HR & GE) in the evaluation during the evaluation planning stage – deciding the purpose, scope and focus of the evaluation, including potential users and developing the Terms of Reference (ToR). It is therefore important that evaluation managers have a good understanding of gender equality and women's empowerment issues and the government's policies and strategies in relation to this. Otherwise, assistance, especially in planning and developing the ToR for the evaluation, should be sought.

The Terms of Reference (ToR) is a key document in the evaluation process, as it defines all aspects of how an evaluation will be conducted. It presents the objectives of the evaluation, the role and responsibilities of the evaluator and evaluation client and the resources available to conduct the evaluation. The ToR defines the following key evaluation components:
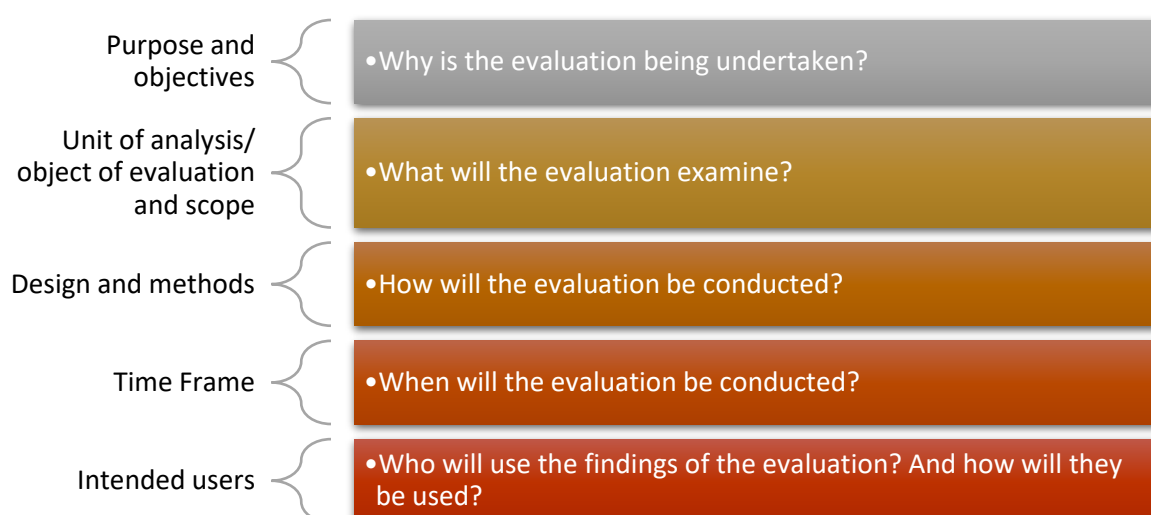
Purpose and objectives	• Why is the evaluation being undertaken?
Unit of analysis/ object of evaluation and scope	• What will the evaluation examine?
Design and methods	• How will the evaluation be conducted?
Time Frame	• When will the evaluation be conducted?
Intended users	• Who will use the findings of the evaluation? And how will they be used?

Figure 3: Key evaluation components within the ToR

A few basic principles and guidelines should inform the development of any evaluation ToR and should cover the following broad areas:

➢ **Definition and function:** What is a ToR? When is one needed? What are its objectives? How is an evaluation ToR different from other ToRs?

➢ **Content:** What should be included in a ToR? What role(s) will each of the sections of the document serve in supporting and facilitating the completion of a high-quality evaluation?

➢ **Preparation:** What needs to be in place for a practitioner or team to develop the ToR for an evaluation or review?

➢ **Process:** What steps should be taken to develop an effective ToR? Who should be involved in each of these steps?

The time and effort spent in preparing a comprehensive ToR has significant returns in terms of quality, relevance and usefulness of the evaluation to be conducted. The design of the ToR will follow standardised headings, and the table below includes questions that can be asked to ensure that gender is mainstreamed throughout the ToR:

Table 2: Applying a gender mainstreaming approach to the design and implementation of an evaluation

TOR HEADINGS	GENDER CONSIDERATIONS
1. **Background Programme / project context**	• What was the rationale (theory of change) for the programme? • Did programme conceptualisation/design specifically include issues of gender equality and women's empowerment? • Were women consulted in the design phase? • Does the theory of change include references to gender equality/women's empowerment? • Does the evaluation consider relevant policies and legislative frameworks in relation to gender?
2. **Description of the programme/project**	• Does the programme implementation framework / logical framework include gender priorities? • Does the programme implementation framework / logical framework include gender-sensitive indicators? • To what extent are women intended beneficiaries of the programme/ project • Is there any evidence that a gender analysis was undertaken to inform programme design? • How does the programme rate on the Gender Results Effectiveness Scale (GRES)? Is the programme gender negative, gender blind, gender targeted, gender responsive or gender transformative?
3. **Purpose (and use of the evaluation)**	• Will the evaluation findings raise gender inequality/inequity issues? • Will the evaluation provide government with recommendations for promoting women's empowerment and addressing gender inequalities where they exist?
4. **Objectives (evaluation criteria and key questions)**	• Do the evaluation criteria incorporate a gender lens? • Do some of the evaluation questions focus on issues related to the experience of women/girls?
5. **Scope of the evaluation**	• To what extent does the scope of the evaluation need to incorporate a gender perspective?

6. **Evaluation design (process and methods)**	• Does the evaluation methodology include the following?
	   o A gender analysis
	   o Gender-sensitive evaluation questions
	   o Collection of sex-disaggregated data?
	   o Inclusion of women in key informant interviews/focus group discussions?
	• Does the evaluation methodology enable achievement of the evaluation purpose?
	• Does the evaluation methodology address the evaluation criteria and answer the key questions through credible and gender-responsive techniques for data collection and analysis

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7. **Stakeholder participation**	• Are women actively involved in the conceptualisation, planning, management and implementation of the evaluation? • Are women's voices included in decision-making processes around the evaluation? • Are the stakeholders expert in gender mainstreaming
8. **Time frame**	• Is the time frame of the evaluation sufficiently long to allow for engagement with women at different levels? • Is the time frame of the evaluation sufficiently long to allow for the collection of good quality sex-disaggregated data (both secondary and primary)
9. **Expected deliverables**	• Do the evaluation deliverables reflect women's practical and strategic needs? • Do the deliverables explicitly address a reduction in gender inequality, or an improvement in gender equality between women and men, girls and boys
10. **Management of evaluation**	• Are those responsible for the management of the evaluation familiar with key gender mainstreaming skills such as gender analysis and using gender-sensitive indicators?
11. **Evaluation team composition, skills and experiences**	• As a team, do the evaluators have a generic understanding of gender equality issues? • Is there at least one evaluator on the team who has specialised gender mainstreaming skills, or experience in undertaking gender-responsive evaluations? • Does the team include emerging evaluators, particularly young women?
12. **Ethical code of conduct**	• Does the evaluation design methodology include a commitment to inclusivity, respect for diversity, use of gender-sensitive participatory approaches etc.? • Are informants provided with information on redress measures should they have concerns over the manner in which the evaluation is being conducted?

5.3 Quality assurance of the terms of reference

The Terms of Reference (ToR) should undergo various quality assurance, review and approval processes. Quality assurance must address the rationale, purpose and appropriateness of the evaluation, as well as the proposed evaluation design, methodology and data collection processes.

To facilitate the cross-check of the integration of gender in evaluation ToRs, the following questions can be used:
- Does the ToR background cover the relevant gender issues?
- Are the main constraints to greater gender equality identified?
- Are gender issues incorporated in the evaluation objective and methodology?
- Are gender-sensitive indicators elaborated (in either results matrix or evaluation matrix) to assess gender-related changes in society over time? i.e. data disaggregated

by sex and age (it should be clearly stated when such data is not available and why not).

- Is the combination of quantitative and qualitative indicators used to provide more reliable information on results (it is recommended to go beyond sex and age-disaggregated data by using qualitative indicators, which will help point out changes in gender roles and relations or help bring out the often unheard voices, i.e. those of poor and marginalised women, adolescents, the elderly, those identifying as LGBTI and other key groups)?

5.4 Gender Responsiveness rating of Terms of Reference

The approved Framework on Gender-Responsive Planning, Budgeting, Monitoring, Evaluation And Auditing (GRPBMEA) provide the Gender Results Effectiveness Scale (GRES), which was developed by the UNDP (2015) as a rating scale. The scale enables an assessment of the extent to which evaluation products are contributing towards the transformation of gender power relations, which are seen as the root causes of gender inequality. The GRES spans a scale from gender negative to gender blind, gender targeted, gender responsive and finally, to gender transformative, as shown in the figure below.
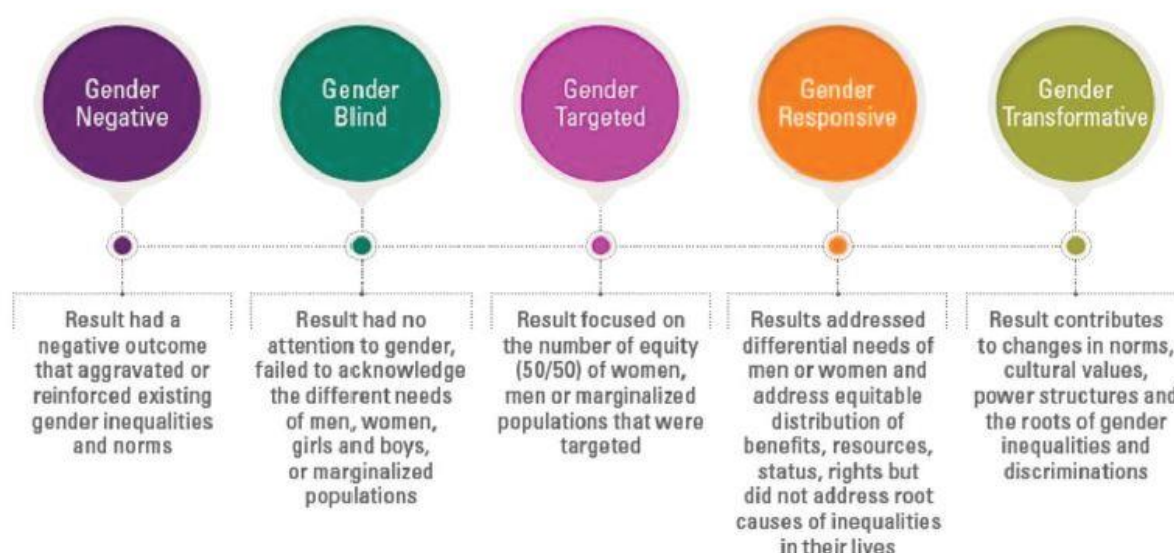
Figure 4: Gender Results Effectiveness Rating Scale

An example of how this rating can be applied is provided in the Table below for assessing "gender responsiveness" of an evaluation TOR. The scoring should be an output of a rapid gender analysis of the ToR. A simple scoring table with four scores could be utilised, and they should relate to the analysis of the relevance, purpose, evaluation design and evaluation questions in the following orderThe scoring should be an output of a rapid gender analysis of the ToR. A simple scoring table with four scores could be utilised, and they should relate to the analysis of the relevance, purpose, evaluation design and evaluation questions in the following order:

Table 3: Gender Rating Scae for TOR Analysis

Score	Qualitative	Interpretation of the ToR
A	**Very good - Gender transformative**	✓ Within the sector being evaluated the ToR considers gender norms, roles and relations for women and men and how these affect access to and control over resources ✓ Within the context of the evaluation the ToR considers women's and men's specific practical and/or strategic needs ✓ The ToR includes questions that examine ways to transform harmful gender norms, roles and relations ✓ The ToR focuses on ensuring equal access to services and opportunities for all persons including men, women, boys and girls of all ages, inclusive of those who might identify as Lesbian, Gay, Bisexual, Transgender and/or Intersex (LGBTI) ✓ The ToR raises the issue of using indicators that are gender-sensitive in a way that helps evaluators assess, for example, whether the intervention has been successful in promoting gender equality at legal, political, economic and social levels ✓ The ToR specifically requires the use of gender-disaggregated data ✓ The ToR specifically requires gender balance within the consultancy team, the internal evaluation team, and the steering committee ✓ The ToR includes the Framework on Gender-Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing
B	**Good - Gender Aware**	✓ The evaluation design has some consideration of gender norms, roles and relations for women and men and how they affect access to and control over resources ✓ To some extent the ToR considers women's and men's specific needs within the programme being evaluated ✓ The evaluation design outlined in the ToR intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs ✓ The ToR makes reference to the use of gender-disaggregated data
C	**Average - Gender Neutral**	✓ The ToR briefly alludes to gender norms, roles and relations ✓ The ToR does not address inequality issues generated by unequal norms, roles or relations ✓ The ToR indicates some gender awareness, although no specific gender-responsive evaluation tasks are assigned ✓ There is little or no mention of gender-sensitive indicators of gender-disaggregated data
D	**Deficient - Gender blind or gender negative**	✓ The ToR is silent on gender inequality with no reference to unbalanced gendered norms, roles and relations

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		✓ The ToR privileges men over women (implicitly or explicitly) ✓ The evaluation design ignores differences in opportunities and resource allocation for women and men ✓ The evaluation ToR is silent on the need for gender-sensitive indicators and gender-disaggregated data

5.5 Evaluation core Gender Criteria

This Guidance introduces a set of core gender-sensitive indicators to examine concrete progress on the integration of gender into processes of managing and conducting evaluations to be used as gender evaluability checklist. An overview of the core evaluation indicators can be covered by the below evaluation questions:

Table 4: Key gender considerations when managing and conducting evaluations

INDICATORS	RELATED QUESTIONS
For managing evaluation:	
1. Evaluation ToR contains gender references in the scope of work.	✓ How are gender dimensions considered by the scope of work, purpose and feasibility of evaluation?
2. Some form of the participatory process has taken place to allow for meaningful stakeholder engagement.	✓ Have key stakeholders had an opportunity to provide gender-related inputs?
3. The process of commissioning for the evaluation contains gender references.	✓ How are gender dimensions reflected across the skills and background of the evaluation team?
4. Implementation and reporting under evaluation contain gender references and analysis.	✓ How are gender dimensions reflected across evaluation work plan and outputs? ✓ How is gender analysis reflected in evaluation findings, conclusions and recommendations?
For conducting evaluations	
1. Project document (technical proposal) contains gender analysis (gender-sensitive needs assessment) conducted during project preparation.	✓ How are gender dimensions considered in the project document? ✓ Describe the gender analysis conducted during project preparation.
2. Project document incorporates gender-responsive project results framework, log frame, (i.e. gender-responsive output, outcome, indicator, budget, etc.)	✓ In what ways is the project results framework (log frame) gender-responsive?
3. Share of women and men as direct beneficiaries of project.	✓ What was the share of women and men as direct beneficiaries of project?
4. Project deliverables and achievements incorporate gender equality issues and enable assessment of results/progress.	✓ Do project reports (i.e. inception, interim, final progress reports, and similar) incorporate gender dimensions, progress and results? ✓ Describe how differences, needs, roles and priorities of women, men and other relevant groups are considered.

	✓ Have the findings, conclusions and recommendations reflected gender analysis in project reporting? ✓ Have the findings contributes to the changes in norms, cultural values, power structure and the roots of gender inequalities and discrimination.

6. ENSURING STAKEHOLDER ENGAGEMENT

Inclusive and diverse stakeholder engagement in the planning, design, conduct and follow-up of evaluations is critical to ensure ownership, relevance, credibility, and the use of evaluation. Reference groups and other stakeholder engagement mechanisms should be designed for this purpose[3]. Processes should be in place to secure the participation of individuals or parties who may be affected by the evaluation, are able to influence the implementation of recommendations or who would be affected in the long term. Explicit emphasis should be placed on ensuring the inclusion of women stakeholders in these processes and maintaining an appropriate gender balance.

A variety of mechanisms can be used to consult with a broad range of stakeholders (e.g. consultation meetings on evaluation design, validation workshops on preliminary findings and post-evaluation learning workshops).

In addition, different types of stakeholder groups could be formed for their continued engagement (reference groups, learning groups, steering groups and advisory groups). It is recommended that a gender expert is included in all the groups to ensure representation for gender issues.

- **Reference groups**: Reference groups are composed of core groups of stakeholders of the evaluation subject who can provide different perspectives and knowledge on the subject. The reference groups should be consulted on the evaluation design in order to enhance its relevance; on the preliminary findings to enhance their validity; on the recommendations to enhance their feasibility, acceptability and ownership; and at any point during the evaluation process when needed. The use of reference groups enhances the relevance, quality and credibility of evaluation processes.
- **Learning groups:** Learning groups could be established with stakeholders to focus on the use of evaluation. Learning groups generally have a smaller role in quality enhancement or validation of findings than reference groups.
- **Steering groups:** When appropriate, some key stakeholders could be given a stronger role as members of the steering group to ensure better ownership. Steering groups not only advise, but also provide guidance to evaluations. Care should be taken to ensure that steering groups have an equitable gender balance.
- **Advisory groups:** Advisory groups are composed of experts on evaluation or the subject matter. Because group members generally do not have a direct stake in the subject matter to be evaluated, they can provide objective inputs / advice to

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[3]   UNEG, 2016, Norms and Standards for Evaluation at https://betterevaluation.org/sites/default/files/UNEG%20Norms%20%20Standards%20for%20Evaluation_WEB.pdf

evaluations. Gender specialists should be included in advisory groups to assist in ensuring that the evaluation is gender-responsive.

Using these groups can enhance the relevance, quality, and credibility of evaluation processes through guidance, advice, validation of findings and use of the knowledge.

7. ENGENDERING PLANNING AND DESIGN OF AN EVALUATION

The planning and design of evaluations, from the development of the ToR to the final design submitted by the evaluation design team, should integrate explicit attention to gender issues. It is important for evaluation managers to have a more granular understanding that women/girls are not homogenous populations groups. The concept of **"intersectionality"** can be applied to try and understand multiple and overlapping identities (for example black rural disabled women) and which populations of women/girls (or indeed men/boys) may have benefited most or least from a government intervention, and why.

Key areas of attention include:

7.1 Evaluation Purpose
The evaluation purpose states why the evaluation is being conducted, who will use the results of the evaluation, and how they will do so. Purpose statements often link the evaluation to future decisions to be made by department leadership, donor partners, and/or other key stakeholders. Because government evaluations cannot address all aspects of a programme from every angle, it is encouraged that they have a specific focus consistent with the resources devoted to the evaluation.

It is entirely appropriate for an evaluation to focus exclusively on issues of gender equality in the strategy/project/activity being evaluated. For example, a sector-level evaluation may focus on how gender has been addressed in the design and implementation of sector activities, or whether gender outcomes have improved in those areas where a variety of activities have been implemented.

However, in cases where gender is not the exclusive focus of the evaluation, or where the strategy/project/activity being evaluated does not have a primary focus on gender, addressing gender issues may still be a subsidiary purpose that is reflected throughout the evaluation ToR and evaluation design.

7.2 Evaluation Questions
For evaluations of gender equality strategies/projects/activities with an exclusive focus on gender issues, evaluation questions that focus on specific gender concerns will naturally follow. For evaluations that do not have a primary purpose of addressing gender, gender should nevertheless be considered in the development of the evaluation questions. An evaluation ToR must identify all evaluation questions for which sex-disaggregated data are required as well as identify questions for which an examination of gender-specific or gender-differential effects are required.

In some cases, such integration will take the form of one or more questions that specifically focus on gender, such as whether an activity effectively included women when reaching out

to potential beneficiaries or whether the empowerment of women increased over the course of an intervention. It is good practice to review any kinds of gender analyses that may have been carried out for the relevant programme when drafting evaluation questions to ensure that they are engendered.

At a minimum, the primary evaluation questions should include sub-questions that ensure that the data reported are sex disaggregated. For instance, questions from a survey of project beneficiaries about knowledge gained from a training programme should be reported separately for men and women.

8. GENDER RESPONSIVE METHODOLOGY AND DESIGN

In developing an evaluation design, evaluators and evaluation managers should consider methods and designs that can identify both positive and negative unintended consequences for women and/or girls. For instance, this might include qualitative interviews or focus group discussions with women who were expected to benefit from the project but did not, or women who were only indirectly involved in the project. Consideration should also be given to the different manner in which respondents may respond to being interviewed by male or female interviewers.

The evaluation methods should use sex disaggregated data and incorporate attention to gender relations in all relevant areas. For impact evaluations, attention to gender will typically mean that the experimental or quasi-experimental design should estimate the impact of the interventions on both male and female beneficiaries where appropriate. Doing so will require sufficient sample sizes and consideration as to whether the intervention is expected to have differential impacts on males and females. For performance evaluations, attention to gender will require the disaggregation of person-level output and outcome data that is presented as evidence in answering evaluation questions.

The choice of evaluation designs and methods for performance evaluations will depend on the specific evaluation questions that must be addressed by the evaluation team but should also take into account how design and method choices will affect the ability of the evaluation team to address gender. Both quantitative and qualitative methods may be appropriate, and often a mix of the two is optimal for engendered evaluations.

9. DECIDING ON EVALUATION TYPE AND MODALITY

9.1 Evaluation type
Evaluations are generally defined according to the following two sub-types:
1. **Use of analysis:** institutional, policy, strategy, thematic, cluster, regional, programme or project evaluations, or meta-evaluation
2. **Timing:** formative (including mid-term evaluations), real-time, summative (including final evaluations) and ex-post evaluations (including impact evaluations)

When deciding what type of evaluation to conduct, the following points should be considered:
- What is the evaluation purpose (i.e., learning, accountability or decision-making)?
- Who is the target audience for the information from the evaluation?

- What kinds of information are needed to make decisions and/or contribute to learning (e.g. sex disaggregated data, gender analysis etc.)?
- What is the scope of the evaluation (i.e., time frame, geographical representation, breadth of programmes and projects included)?
- What are the resources available to collect the information (i.e., human, financial, time)?
- When is the information needed (i.e., is there a strategic meeting, is the programme coming to an end, etc.)?

10. MANAGEMENT AND OVERSIGHT OF GENDER RESPONSIVE EVALUATIONS

Management and coordination mechanisms of an evaluation require a management group and a Steering Committee. Evaluation processes should clearly define an organization and management structure (i.e. a reference group, an advisory committee, a steering committee) and establish the roles and responsibilities of the key stakeholders. Key stakeholders, including women, can be involved in the evaluation process through the establishment of the management group and the reference group. These management arrangements should be outlined in the ToR.

10.1 Evaluation Management Group:
An evaluation management group should be established to oversee the evaluation process and should be coordinated by the evaluation manager. This group should consist of key departmental staff and, in the case of joint evaluations, may also include senior staff from other departments. The responsibility for final approval of the evaluation ToR, selection of the external evaluation team, inception report and final evaluation report should be with the evaluation management group. Attention should be paid to ensuring that there is diversity including an appropriate gender balance within the management team for the evaluation.

10.2 Evaluation Steering Committee
The NEPF states that for all major evaluations there must be a steering committee. An evaluation steering committee provides technical support, advice, expertise on the evaluation process. It should be chaired by the person responsible for the evaluation team in the commissioning institution and include the evaluation team leader as well as other relevant stakeholders that could be affected by the evaluation results/findings. If academics form part of the steering group, they can play a peer review role[4].

The evaluation steering committee group is an effective way to engage stakeholders, as it provides for their systematic involvement in the evaluation process[5]. The steering committee should comprise, at a minimum, the main departments and agencies involved in the evaluation in question, as well as the evaluation custodian. Careful selection of participants and clear definition of their roles and responsibilities is important for ensuring the best use of a reference

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[4] DPME, National Evaluation Policy Framework, 2019

[5] Guidance is provided on the role of the steering committee in the DPME Evaluation Guideline No. 2.2.1 How to develop Terms of Reference for Evaluation Projects at https://evaluations.dpme.gov.za/images/gallery/DPME%20Evaluation%20Guideline%202.2.1%20How%20to%20develop%20TORs%20for%20Evaluation%20Projects(Full).pdf

group. The evaluation manager must ensure that there is a gender-equitable mix of committee members and that women members actively take part in the decision-making processes of the committee.
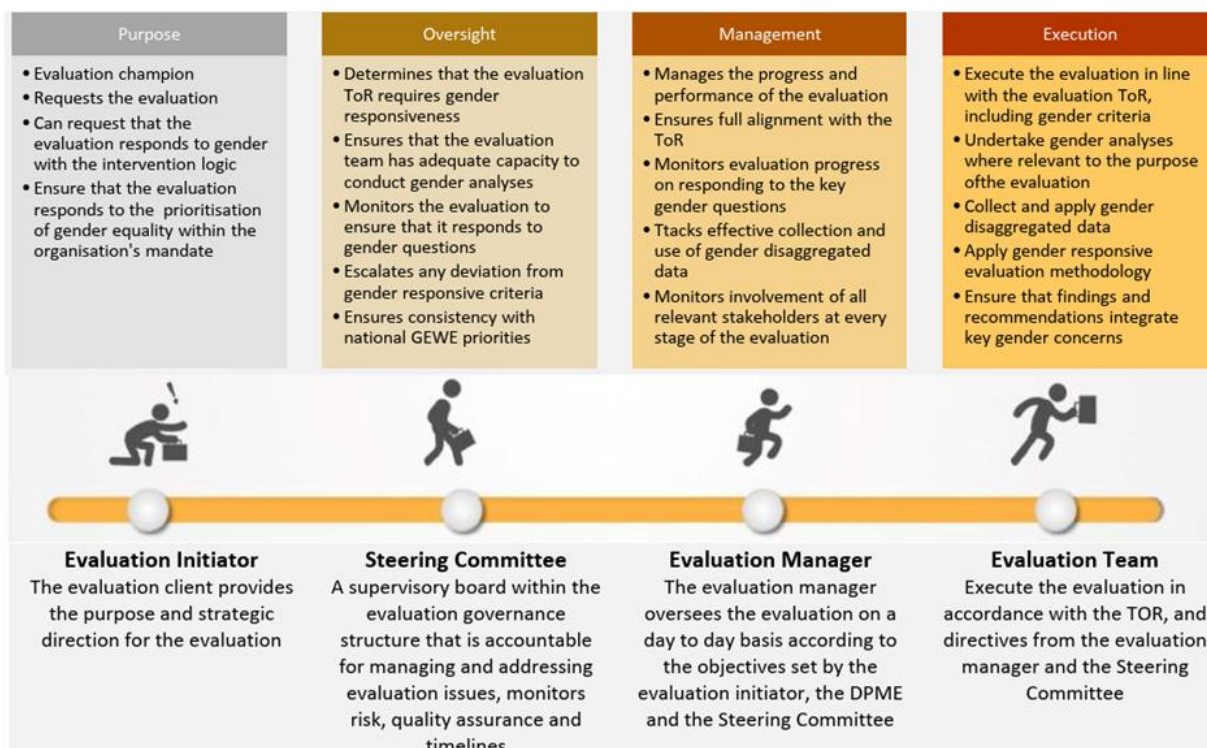

Purpose	Oversight	Management	Execution
• Evaluation champion • Requests the evaluation • Can request that the evaluation responds to gender with the intervention logic • Ensure that the evaluation responds to the prioritisation of gender equality within the organisation's mandate	• Determines that the evaluation ToR requires gender responsiveness • Ensures that the evaluation team has adequate capacity to conduct gender analyses • Monitors the evaluation to ensure that it responds to gender questions • Escalates any deviation from gender responsive criteria • Ensures consistency with national GEWE priorities	• Manages the progress and performance of the evaluation • Ensures full alignment with the ToR • Monitors evaluation progress on responding to the key gender questions • Ttacks effective collection and use of gender disaggregated data • Monitors involvement of all relevant stakeholders at every stage of the evaluation	• Execute the evaluation in line with the evaluation ToR, including gender criteria • Undertake gender analyses where relevant to the purpose ofthe evaluation • Collect and apply gender disaggregated data • Apply gender responsive evaluation methodology • Ensure that findings and recommendations integrate key gender concerns
Evaluation Initiator The evaluation client provides the purpose and strategic direction for the evaluation	**Steering Committee** A supervisory board within the evaluation governance structure that is accountable for managing and addressing evaluation issues, monitors risk, quality assurance and timelines	**Evaluation Manager** The evaluation manager oversees the evaluation on a day to day basis according to the objectives set by the evaluation initiator, the DPME and the Steering Committee	**Evaluation Team** Execute the evaluation in accordance with the TOR, and directives from the evaluation manager and the Steering Committee

Figure 5: Key gender responsive evaluation management roles

11. CONDUCTING THE EVALUATION

11.1 Selecting and appointing the evaluators
The successful evaluation is very much dependent on the quality of the evaluation team that is selected. Evaluations should be conducted by well-qualified evaluation teams and the number of evaluators in each team depends on the size of the evaluation. Multi-faceted evaluations need to be undertaken by multidisciplinary teams. Evaluators should be selected based on competence, and by means of a transparent process. The evaluation commissioners need to ensure that evaluation teams possess a mix of evaluation skills and technical or sectoral/thematic knowledge relevant to the particular evaluation. To the degree possible, the composition of evaluation teams should be gender balanced and geographically diverse.

11.2 Gender expertise on the evaluation team
The extent and nature of the gender expertise needed on an evaluation team will, to some extent, depend on the type of evaluation questions that are being examined. If the evaluation is designed to examine questions that are primarily or wholly focused on gender, then at least one member of the design team should be a gender expert with experience in gender analysis and designing or leading engendered evaluations. It will also be beneficial if this team member or another person has specific knowledge of key gender issues in the sector being examined.

For Government departments it will be beneficial to include representatives from the internal gender unit.

11.3 Managing the evaluation

The evaluation team will be ready to start once the contractual procedures are completed. Having been recruited based on a competitive bidding process, the evaluation consultant or team needs to have regular, open and clear line of communications with the evaluation manager. The evaluation manager is responsible for ensuring that evaluation ethics and standards are met by the evaluator(s), tracks adherence to gender equality and equity criteria, and monitors progress. Supporting the evaluation team should not interfere with the independence of the evaluation process in ways that could jeopardize the evaluation's impartiality.

12. THE EVALUATION INCEPTION PHASE

The inception phase is the key initial phase of the evaluation process as it serves as a road map for the entire evaluation process. It is in this phase that the evaluation manager can raise with the evaluators the importance of ensuring that the evaluation process responds to specific gender equality and women's empowerment priorities. It provides a common understanding between the commissioning departmental evaluation manager and the evaluator or evaluation team on the full design of the evaluation and how it will be implemented.

The inception phase is an opportunity to further clarify the ToR and any areas of uncertainty in relation to the scope. The inception phase also provides an opportunity to clarify the process, technical concerns, resource requirements and time frame for deliverables. It is also important to discuss the accessibility of the information and the data, and alternative methods if data is unavailable.

13. GENDER-SENSITIVE DATA COLLECTION

Evaluators will need to be attuned and responsive to factors that might influence the likelihood that disproportionate numbers of males and females will participate in data collection for the evaluation, including factors such as where and how they spend their time, how much leisure time they have, whether there are prohibitions on women appearing in certain places or speaking with certain types of people, and whether powerful cultural gatekeepers have control over who participates.

Data collection instruments and protocols should also reflect an understanding of gender roles and constraints in a particular social / cultural context. For example, questions on a data collection tool may need to use locally recognized symbols or terminology, be sensitive to potentially different meanings that males and females might ascribe to the same terms, acknowledge and collect information about the different roles that men and women play in the sector being examined, or ask sex-specific questions to tap into the unique experiences of men and women.

Data collection protocols will also need to reflect local contexts and norms concerning the conditions under which women (or men) feel empowered to speak freely. These

considerations could determine, for example, whether it is best to collect data individually or in groups, whether groups should include all people of the same sex or both sexes, or whether groups should also be stratified by age, geographical location, economic status etc. These considerations could also determine where it is best to collect data, since local contexts and norms may influence whether women (or men) feel empowered to speak freely in various locations, such as the home, the street, a community centre, or an institutional setting, such as a hospital, school or drop-in centre.

Once the inception report has been approved, the evaluation team can begin the process of collecting data. The evaluation manager will continue to monitor the collection of sex and age disaggregated data throughout the data collection process. The evaluation manager and programme staff should not, however, participate in data collection as this would interfere with the impartiality of the process. The evaluation manager should always advocate that the evaluators adopt gender-sensitive data collection at project level and services (e.g. primary health care centres, feeding programmes, child friendly spaces). This should include:

- Collecting sex- and age-disaggregated data on beneficiaries of services.
- Tracking some key process indicators that contribute to gender-sensitive results; for example, levels of participation by girls, boys, women and men.
- Where sex and/or age disaggregated data is not available the evaluators could look at proxy indicators and the related data.
- Consulting key partners regarding the evaluation and the proposed schedule for data collection.
- Ensuring that a gender equality and human rights perspective is streamlined throughout the approach, and that the evaluator(s) is abiding by the agreed ethical principles.
- Ensuring that stakeholders identified through the stakeholder analysis are being included, in particular the most vulnerable or difficult to reach.
- Ensuring that a gender equality and human rights perspective is streamlined throughout the evaluation approach, and that the evaluator(s) is abiding by the ethical principles.

Data collection should follow the approach outlined in the inception report. If it is necessary to change the evaluation activities during the course of the evaluation, changes should be discussed with the evaluation manager and management group. Any changes made to the approach or data collection tools could introduce systematic error or bias and thus compromise findings.

14. ETHICAL CONSIDERATIONS FOR GENDER-SENSITIVE DATA COLLECTION

"Ethics" refers to how choices are made around what constitutes "right" and "wrong" values and behaviour in evaluation and research. They guide evaluators in their behaviours and relationships – from commissioning through to design and data archiving. They are subject to differing interpretations and complex judgements that are context specific. Ethics comprise one distinct piece of what constitutes good research and evaluation. Not following principles of ethics can harm evaluation and research outcomes.

The evaluation commissioner has a responsibility to provide clearly articulated ethics principles, including respect for gender equality and equity issues, and to communicate these effectively to those with whom it works and then hold different parties to account for meeting them. All this, within a context where the need to balance possibly conflicting ethical issues is understood as part of a process-oriented approach.

The evaluation manager is responsible for ensuring that the conduct of the evaluation is done in an ethical and sensitive manner. The evaluation manager is also responsible for ensuring that the evaluation takes account of the ethics in dealing with informants in the evaluation process, including issues of anonymity, and using an ethics board (for ethics approval) where needed. Specific safeguards must be put in place to protect the safety (both physical and psychological) of both female respondents and those collecting the data.

Some steps that the department/evaluation manager should take including ensuring that:
- A plan is in place to protect the rights of the respondent, including privacy and confidentiality.
- The interviewer or data collector is trained in collecting sensitive information from women and/or girls, and if the topic of the evaluation is focused on especially sensitive issues, they should have previous experience in these areas, for example:
  - Violence against women / girls.
  - Female sex workers.
  - Women migrants / refugees / asylum seekers.
  - Women and girls in emergency humanitarian situations.
  - Lesbian women.
  - Female drug users.
  - Transgender individuals.
- Data collection tools should be designed in a way that they are gender sensitive, culturally appropriate and do not create distress for respondents.
- Data collection visits are organised at the appropriate time and place to minimize risk or inconvenience to respondents,
- The interviewer or data collector can provide information on how individuals in situations of risk can seek support / protection.
- Gender indicator/s should be considered.

15. ANALYSIS AND INTERIM REPORTING

Analysis of information and data occurs throughout the implementation phase of the evaluation. However, once all information and data has been collected, a different analytical process is undertaken. This involves the systematic organization, comparison and synthesis of information and data derived across and through all methods.

The analysis includes an assessment of what the information is saying about each of the evaluation questions. Evaluations triangulate information using various methods of data collection and sources of information in order to ensure robust findings. Ultimately, evaluators must make judgments based on the evidence. The evaluation report should describe the analytical process undertaken and the underlying rationale for judgments made.

Gender-responsive evaluations use a gender analysis framework, a systematic approach to examining factors related to gender that assesses and promotes gender equality and women's empowerment issues and provides an analysis of the structures of political and social control that create gender equality. This technique ensures that the data collected is analysed in the following ways:

- Determining the claims of rights holders (citizens) and obligations of duty bearers (generally the state).
- Assessing the extent to which the intervention was guided by the relevant international (national and regional) normative frameworks for gender equality and women's rights.
- Comparing with existing information on the situation of human rights and gender equality in the community, district, province, country, etc.
- Identifying trends, common responses and differences between groups of stakeholders (disaggregation of data), for example, through the use of graphs or illustrative quotes (that do not allow for identification of the individual).
- Integrating into the analysis the context, relationships, power dynamics, etc.
- Analysing the structures that contribute to inequalities experienced by women, men, girls and boys, especially those experiencing multiple forms of exclusion.
- Assessing the extent to which participation and inclusiveness (with respect to rights holders and duty bearers) was maximized in the interventions planning, design, implementation and decision-making processes.
- Triangulating information to identify similarities and/or discrepancies in data obtained in different ways (i.e., interviews, focus groups, observations, etc.) and from different stakeholders (e.g., duty bearers, rights holders, etc.).
- Identifying the context behind the numbers and people (using case studies to illustrate broader findings or to go into more depth on an issue).
- Comparing the results obtained with the original plan (e.g., through the application of the evaluation matrix).
- Assessing the extent to which sustainability was built into the intervention through the empowerment and capacity building of women, including young women, and groups of rights holders and duty bearers.

The preliminary findings obtained through this process should be validated through a stakeholder workshop with the evaluation management and reference groups towards the end of the primary data collection stage. The draft evaluation report will address any issues identified through the stakeholder validation workshop.

16. PREPARING A GENDER-RESPONSIVE EVALUATION REPORT

After the data collection process, evaluators will analyse the data and prepare the evaluation report as per the guidelines provided by government. Reporting throughout the evaluation process and at its conclusion (typically in the final report) is an important opportunity to ensure the evaluation achieves its intended purpose and objectives. The evaluation manager and oversight groups (e.g. evaluation steering committee reference and advisory group) comments must be considered in the final evaluation products.

The final evaluation report should be logically structured, containing evidence-based findings, conclusions, lessons and recommendations, and should be free of information that is not relevant for overall analysis. A reader of an evaluation report must be able to understand:

- The purpose of the evaluation.
- Why gender equality and women's empowerment considerations are relevant to the evaluation.
- Exactly what was evaluated.
- How the evaluation was designed and conducted?
- What evidence was found.
- What conclusions were drawn.
- What recommendations were made.
- What lessons were distilled.
- The policy and legislative framework guiding the evaluation

An evaluation report is assessed as 'good quality' when it addresses the evaluation purpose and objectives by providing a clear and complete assessment of the object of the evaluation based on evidence, such that its conclusions and recommendations clearly follow the findings and can be deemed to be credible and are thus a sound basis for decision-making.

A gender-responsive evaluation report will in addition address the following:

- Explain the ways in which the evaluation methodology incorporated gender equality and human rights perspectives and approaches.
- Include a discussion on the extent to which the evaluation design included ethical safeguards (the protection of the confidentiality, dignity, rights and welfare of human subjects, including children, and respect for the values of the beneficiary communities).
- Explain how the evaluation process may have helped empower stakeholders or prevented further discrimination or reinforcing existing unequal power relations.
- Reflect gender equality and human rights principles and analysis throughout the report, including:
  - Are women and men likely to benefit differently from programme's activities?
  - Do results (outputs and outcomes as effects of activities) affect women and men differently? If so, why and in which way?
  - What effects (expected/unexpected) are the interventions likely to have on gender relations gendered power dynamics?
  - In which way do the project's outputs and outcomes contribute to gender equality?
  - Did the project achieve its gender-related objectives?
  - What kind of progress was made, what were the obstacles?
  - Were the project's political and implementing partners aware of the programme's gender-related objectives?
  - Were they sensitized and trained on gender issues?
  - Which alternative strategies towards gender equality would have been possible or are still possible?

- Provide recommendations on how to improve gender equality and human rights performance in evaluations.

- Highlight lessons learned regarding gender equality and human rights mainstreaming that go beyond the specific project or programme.

It is important that the evaluation manager pay special attention to the recommendations of the report because they are critical to departmental follow-up. The recommendations should have direct linkage to the findings and conclusions of the report and should be actionable. The number of recommendations should be feasible for the department, prioritized, appropriately incorporate gender equality and human rights considerations, and be addressed to specific stakeholders.

Table 5: Checklist for assessing the gender responsiveness of evaluation reports

CHECKING FOR INCLUSION OF GENDER IN EVALUATION REPORTS	ADDITIONAL CONSIDERATIONS
✓ Does the evaluation report reflect a gender perspective?	✓ Does the programme strategy need to be adjusted to achieve the objectives and results related to gender equality?
✓ Does the evaluation report include the sourcing and analysis of sex-disaggregated data? i.e. are/were male, female and other key beneficiaries able to participate meaningfully in the project; why or why not?	✓ What information can be provided to the department that could be useful for their own gender strategic development and programme steering? i.e. accountability to gender, proof of gender-results attainment, gender-reporting commitments.
✓ Were there any barriers to women's meaningful participation and what has been or will be done to address such barriers?	✓ Are the programme's experiences in promoting gender equality and strengthening the rights of relevant key groups being prepared for internal dissemination to improve knowledge management and learning?
✓ Are/were the needs and skills of all key groups adequately addressed and incorporated? Are/were all key groups satisfied with the intervention activities?	✓ Should any experiences and/or good practices be used for a departmental institutional learning on gender?
✓ Is gender considered in a discussion of successes and challenges, actions taken, lessons learned, and best practices?	✓ Was any reference made in the evaluation report of key South African national and international commitments to gender equality and women's empowerment?
✓ Is gender considered in the recommendations?	✓ Do any of the recommendations reference gender inequalities/equity challenges? ✓ Are such gender sensitive recommendations feasible, relevant and coherent?

17. QUALITY ASSURANCE OF THE EVALUATION REPORT

High-quality evaluations are critical for Results-Based Management (RBM), knowledge generation and accountability to stakeholders and beneficiaries. The evaluation manager is responsible for ensuring a quality report that meets DPME quality standards and which the programme and its stakeholders can use. In order to support government M&E offices in producing high quality evaluation reports, the DPME has provided guidance, noting that "the 1/5/25 page evaluation report should be readily understood by the intended audience(s) and the form of the report appropriate given the purpose(s) of the evaluation. It contains a 1-page policy summary, a 4-5-page executive summary and a 25-page main report".

From a gender perspective the evaluation manager should quality assure the document using the following criteria:
- Gender equality and women's empowerment is integrated in the evaluation scope of analysis and indicators are designed in a way that ensures that gender equality and women's empowerment-related data will be collected.
- Evaluation criteria and evaluation questions specifically address how gender equality and women's empowerment has been integrated into the design, planning, implementation of the intervention and the results achieved.
- A gender-responsive evaluation methodology, methods and tools, and data analysis techniques are selected.
- The evaluation findings, conclusions and recommendation incorporate a gender analysis.

18. MANAGEMENT RESPONSE AND IMPROVEMENT PLAN

The DPME's Standards for Evaluation recommend preparing a management response to all evaluations, together with an improvement plan based on the evaluation recommendations. A management response addresses recommendations, identifying who is responsible for their implementation and what the action points and deadlines should be. Management responses are a practical means to enhance the use of the evaluation findings and conclusions to improve action. They "force" evaluators to be clear and straightforward in their recommendations (Refer to DPME Guideline No. 2.2.5 on How to Develop a Management Response to an Evaluation Report[6]).

In preparing a gender responsive management response the following three preconditions can be followed to aid effective evaluation management response and follow-up processes that incorporate gender equality and human rights principles:
- **The involvement of internal and external stakeholders:** Active engagement of stakeholders is a core principle of gender-responsive evaluation and will ensure ownership of the process.

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[6] The purpose of this practice note is to give practical guidance on how to develop a Management Response to evaluation final reports and can be located at
https://www.dpme.gov.za/publications/Guides%20Manuals%20and%20Templates/Terms%20of%20reference%20for%20evaluation%20projects.pdf

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- **Quality evaluation recommendations:** An effective management response is dependent on the formulation of evaluation recommendations that are realistic and reflect an understanding of the office or division and programme context, the gendered context, and potential constraints to follow-up.
- **Evaluation credibility:** An evaluation must be considered credible in order to garner support for the implementation of the recommendations, in particular when dealing with sensitive issues such as those related to gender equality and women's empowerment. The level of impartiality, transparency, quality, appropriate methods used, and level of participation of key stakeholders determines the credibility of an evaluation.

Signed

Mr Robert Nkuna
Director-General
Department of Planning, Monitoring and Evaluation
Date: 10 – 02 – 2021