



“Guide to including a gender+ perspective in VOPEs: innovating to improve institutional capacities”



EUROPEAN
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Preface

This guide has been developed jointly by the “Gender and Evaluation” Thematic Working Group of the European Evaluation Society and the Latin America and Caribbean Evaluation Network (RELAC) “Evaluation, Gender and Human Rights” Working Group, in the framework of the EvalPartners’ Equity-Focused and Gender-Responsive Evaluation Innovation Challenge.

The purpose of this Challenge is provide a tool for VOPEs (*Voluntary Organizations for Professional Evaluation*) to be able to incorporate a gender+ perspective in functions and activities so as to highlight the many existing inequalities and promote an evaluation community that is more responsive to them. As the literature and practice have shown, an evaluation community that recognizes and addresses multiple inequalities is crucial for advancing towards evaluations that are more responsive to gender+, and thus contribute to fairer and more equitable policies.

The preparation of this guide has been based on a broad document review¹ and two workshops for collecting experiences. One workshop was held at the “International Meeting on Evaluation and Public Policies: a gender, diversity and human rights based approach”, in Cali (Colombia) in September 2014. And the other took place at the “Biannual Conference of the European Evaluation Society”, in Dublin (Ireland) in October of the same year². The contributions of the participants has been the key to determining the areas or dimensions in which progress is necessary for moving toward an evaluation community that is more responsive to gender+, and we thank all of you for your valuable contributions.

In accordance with the results of this study, in the next section we outline what we mean by gender+, why this guide is necessary, how to use it and in what dimensions to work in order to promote change to VOPEs that are more responsive to gender+. At the same time, a set of summary descriptions is provided of the most important bibliographical references in this regard to facilitate delving more deeply into this theme.

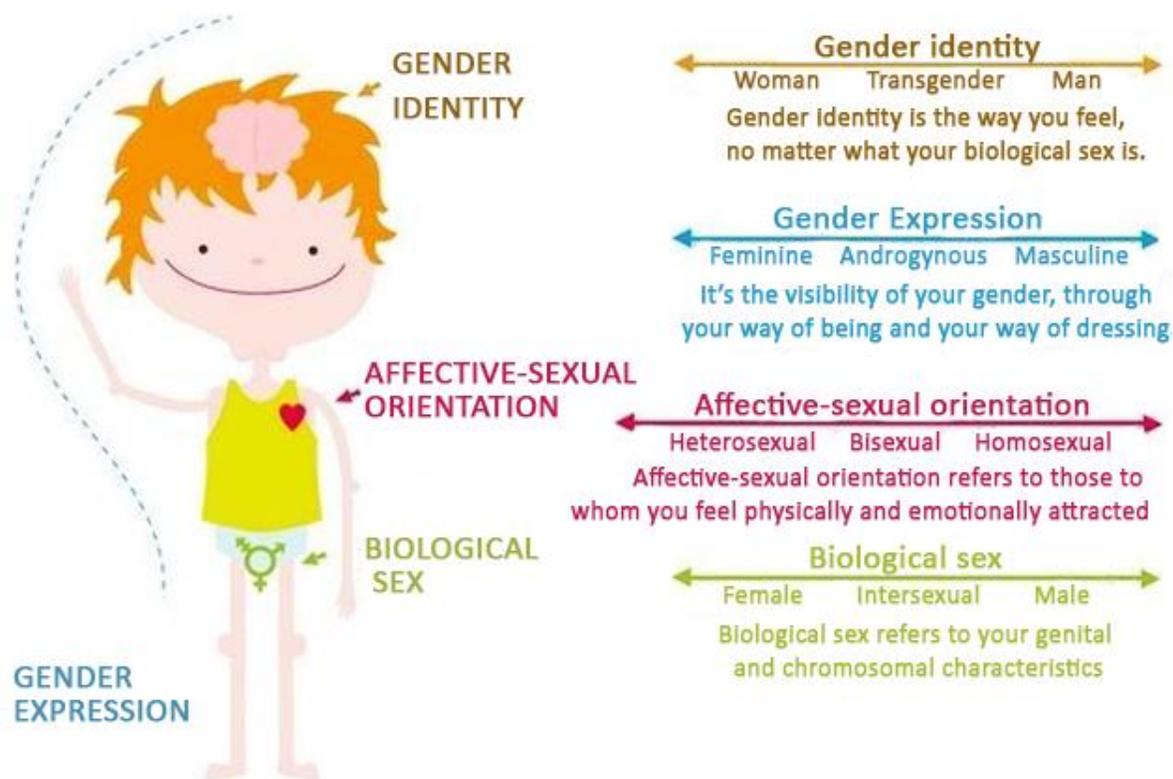
We hope this guide will prove useful and contribute to the formation of evaluation communities that are more attentive to the many inequalities and more active in the promotion of policies and programmes that promote gender+ equality.

¹ In the guide you may consult both the reviewed bibliography and the summaries of the most relevant texts on gender+ and intra-organizational change for further information.

² The list of participants at both workshops is presented at the end of this guide.

What do we mean by gender+?

Gender inequalities persist in practically all spheres of life. In almost all areas and fields, the variables of sex, sexual orientation, gender identity and gender expression explain the significant differences in access to the resources, decision-making structures and the enjoyment of rights and responsibilities by women and men³.



Although in different ways and with different intensities, we might affirm that there is a universal inequality that causes women to be less present in the different spheres of power, earn lower salaries than men, and be more prone to poverty and social exclusion – in addition to suffering structural and specific violence due to the mere fact of being women. We thus find ourselves faced with systematic and structural violence. This is translated into social, political and organizational structures which, having been conceived based on unequal assigned roles of men and women (gender roles), reproduce and perpetuate these inequalities.

³ "Gender identity" is a performative process of reiteration of psycho-social and socio-cultural patterns and norms; a resignification that by rupturing the hegemonic man-woman dichotomy can create new power interactions based on factors extending beyond biological factors alone. In this sense, gender is a relational concept. That is, it is not synonymous with women, since such structures as the dynamics of formation of gender identity affect men as well as women, and also persons with diverse sexual orientations.

Organized civil society – feminist and women’s movements, and also women experts on gender, consultants and academicians – have made great contributions to highlighting, analysing and fighting against these inequalities. They also have revealed how difficult the transformation to a more just and egalitarian society is, as well as the need to work systematically in all areas in order for the change to be more effective.

Despite the universal nature of this gender inequality, neither the analysis nor the response for change can be universal or uniform. In addition to the differences between men and women, there are other axes of inequality that also operate systematically and structurally. Thus, women experience discrimination differently according to the context in which they find themselves, and depending on the social class to which they belong, their ethnic or religious origin, their age, their sexual orientation, their functional capacity, etc.

For years, feminist and gender theories have called attention to “intersectionality”, understood as the interaction produced when crossing gender with other inequalities. That is, they call for focusing analysis on the way gender interacts with other inequalities, generating new and diverse forms of inequality. Based on studies by Kimberly Crenshaw (1989), a North American author who analysed the concrete discrimination of North American Afro-American women (distinguishing it from discrimination against white women and Afro-American men), a distinction is made between structural and political intersectionalities. “Structural intersectionality” is understood to mean the concrete experience of people who experience discrimination or suffer economic, political and social disadvantages because they are located at some point of intersection among concrete inequalities. “Political intersectionality” refers to the effects that interactions among inequalities have for the political strategies of institutions, organizations, and social movements. Thus, interventions that lead to one concrete inequality may not be neutral to other inequalities. For example, promoting greater gender equality may in turn be discriminating against women with ethnic diversity, migrants, elderly persons or homosexuals.

Keeping intersectionality in mind means paying attention to and stimulating reflection among activists and professionals on:

- a. the dynamics of privileges and exclusions when not enough attention is given to persons and groups situated at the point of intersection of different inequalities; and
- b. the risks of policies and interventions which, by addressing some inequalities and ignoring the fact that inequalities very often are mutually constituent, can result in marginalizing some persons by reproducing the power mechanisms existing among the groups.

With “gender+”⁴ we wish to indicate that our view of gender is open and includes the analysis of other inequalities and their interactions with gender.

Why do we speak of gender+? Why do we enter through gender and not through some other axis of inequality?

Firstly, because the theoretical reflection on intersectionality has been derived from feminist studies questioning gender (and women) as a homogeneous category and delving more deeply in the analysis of inequalities of a systemic and structural nature. And secondly, because gender inequality is probably the most universal inequality (51% of the population is women) and the axis of inequality is the one with the greatest probabilities of being present in each and every one of the possible interactions among the different inequalities.



⁴ The first time the term “gender+” (gender plus) was used was in the framework of the European research project QUING (“Quality in Gender+ Equality Policies in Europe”) which functioned between 2006 and 2011. www.quing.eu. We are grateful to Mieke Verloo, its scientific director, for her always creative and inspiring thinking, in addition to recognizing her coining of the term, which has become generalized in many spheres.

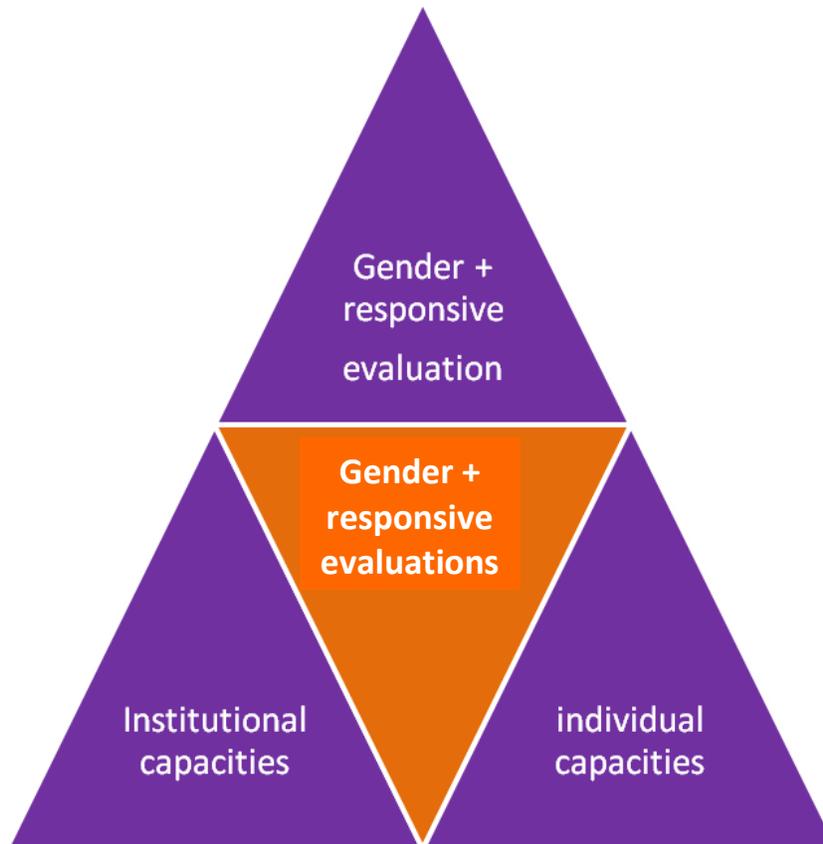
Why this guide?

Gender+ inequality is present systematically in all spheres, and no public policy – including the very policies whose aims include fighting against inequality – is exempt from reproducing or at least maintaining some gender+ inequalities. In this respect, evaluation is a tool with great potential for detecting the way in which these inequalities – often not premeditated – operate in the programmes and policies being evaluated. To this end, evaluation should adopt a gender+ perspective that highlights the way these inequalities are addressed by these policies and keeps the evaluation itself from helping – either by intention or omission – to fuel the inequality-producing structures.

In recent years international bodies, national public institutions, evaluation professionals and pro-equality activists have placed emphasis on evaluation as a tool for promoting greater gender equality and addressing its intersection with other forms of inequality (age, class, ethnic origin, sexual orientation, etc.). Concretely, since the decade of the 'Nineties and with the recognition that public policies are not gender-neutral, gender equality – specifically – has begun to consolidate itself as an emerging element in the practice of evaluation (Abarca y Faúndez, 2011; NORAD, 2005; Freeman et al., 2003; Hunt, and Brouwers, 2003). Also, in awareness of the intersection of gender inequality with other inequalities, in recent years there have been different theoretical and methodological proposals for incorporating a gender approach, along with an interculturality and Human Rights perspective, in the design and implementation of evaluations (Bustelo, 2015; Brisolara et al., 2014; Ligerio et al., 2014; ONU Mujeres, 2014; Espinosa, 2013; Bamberger and Segone, 2011; UNEG, 2011; Batliwala and Pittman, 2010; Podems, 2010; UN Women, 2011; Sielbeck-Bowen et al., 2002). These proposals have offered an answer to the implications of considering the multiple inequalities in evaluations and how to implement exercises to generate greater learning for advancing towards more equitable societies.

However, the promotion of evaluations incorporating this view requires work that goes beyond these valuable theoretical and methodological proposals for their design and development. And this is the case because the institutions and organizations that request the evaluations do not exist in a vacuum, but tend to reproduce the existing inequalities where gender inequality appears transversally (Navarro Oliván, 2007, Mukhopadhyay et al., 2006 and Acker, 1990).

To advance in this direction, gender+ inequality must be addressed in the mission of the institutions and organizations that request and implement evaluations, and must be a cross-cutting axis thereof. Specifically, as Sniukaite and Saunders insist, it is necessary to promote environments responsive to gender+, institutional capacities and individual capacities (2014).

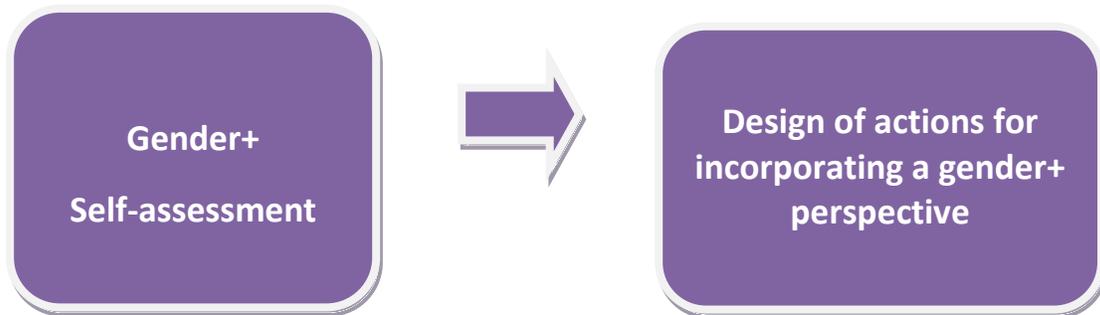


Source: Adapted from Sniukaite and Saunders (2014).

Starting with this background, the present guide is intended to be an instrument for facilitating greater knowledge of how to integrate a gender+ perspective in VOPEs (Voluntary Organizations for Professional Evaluation) and in the professional evaluation community. Promoting more gender+ responsive VOPEs is a starting point for improving the identification of the inequalities within them and promoting more inclusive activities, forms of government and relations. It also offers a way of improving their institutional capacities in this regard. Furthermore, a decided bid to include a gender+ perspective contributes to an improvement in this area, in the promotion of quality evaluations and evaluative capacities, as well as fairer and more equitable societies. In broad terms, identifying the way VOPEs include a gender+ focus requires challenging the existing inequalities with a greater awareness of the multiple inequalities and our capacities – as evaluation professionals – to generate changes.

How to use the guide

This guide is conceived as a flexible instrument for helping to include a gender+ perspective in VOPEs. To accomplish this, it proposes working in two differentiated phases: self-assessment of gender+ and design of actions for incorporating a gender+ perspective. For that, we propose here a set of questions which intend to be suggestions that may be used in different situations more than close to do or check-lists. Some questions may be more important or even make sense in some circumstances and not others.



1. Gender+ self-assessment

Gender+ self-assessment should be done with a participatory and flexible approach, as an exercise of self-analysis. It is suggested that each VOPE form an internal group that plans the discussion process and invites the members of the organization to be part of the diagnosis and design of actions for incorporating the gender+ perspective. The idea is to implement an organic and participatory process, leading to the creation of a common vision of the state of the organization in the different dimensions being considered, as well as the programming of the processes for addressing the limitations encountered.

To facilitate this process, in the next chapter some dimensions and questions are suggested to help with the preparation of a self-assessment that highlights those aspects in which the VOPE might make improvements with respect to the incorporation of a gender+ approach. Some of these questions allude to information that is relatively easy to obtain (such as the composition of the membership, or the decision-making instances, as well as the vision/mission orienting them). Others, by contrast, refer to practices established habitually but perhaps not registered as established procedures. In this sense, we suggest that, first of all, the group's own response to the questions be made collectively, with group exercises.

For the implementation of this self-assessment, we propose making a SWOT analysis to help identify – collectively – the VOPE's strengths, weaknesses, opportunities and threats with respect to its incorporating a gender+ approach. The following section contains some techniques for facilitating this exercise, suggesting some examples of matters to be considered.

SWOT Matrix

| | |
|---|---|
| <p>Strengths</p> <p>The VOPE's positive internal elements.</p> <p>Examples:</p> <p>Explicit interest on the part of the VOPE in incorporating a gender+ approach.</p> <p>Presence of members with significant expertise in this area and leadership in the organization</p> | <p>Weaknesses</p> <p>Negative internal elements that need to be eliminated or reduced.</p> <p>Examples:</p> <p>Externalizing the problem of gender inequality: "the problem lies outside – it's society's problem".</p> <p>Focalizing gender+ work exclusively on a specialized group.</p> |
| <p>Opportunities</p> <p>Positive external elements that the VOPE can use.</p> <p>Examples:</p> <p>Progress in the consideration of applying the gender approach in the international sphere and in the State's evaluation mechanisms.</p> <p>The growing importance that gender equality is acquiring among the VOPE's groups of interest.</p> | <p>Threats</p> <p>Negative external elements that could interfere with the incorporation of a gender+ approach.</p> <p>Examples:</p> <p>Lack of centrality of social inequality in public policies.</p> <p>"Cosmetic" commitments to gender equality.</p> |

2. Design of actions for incorporating the gender+ perspective

Based on this analytical exercise, the VOPE can plan actions and activities that take advantage of strengths and opportunities, and address the deficits encountered. To do this, you should propose specific and measurable results and goals (just as we demand of the programmes and policies being evaluated).

In this context, we also suggest taking into account several criteria for planning activities that the VOPE commonly carries out:

- Check that the gender+ approach has been included on the agenda.
- Check that there is diversity among those invited, and that wide dissemination channels have been used.
- Check that equitable presence has been taken into account, in terms of gender and cultural origin or other characteristics of the associates in filling the different roles (organizing committee, presenters, facilitators, etc.)
- Take care to use inclusive and non-sexist language.
- Allow a broad public to have access to the products of the activity

To delve more deeply into some of these dimensions, the reader is invited to review the documentary précis and annotated bibliography that appear at the end of this guide.

Dimensions for promoting change

There are different dimensions or areas in which the incorporation of a gender+ perspective can be promoted in VOPEs to advance toward an evaluation community and some more equitable evaluation practices. According to the bibliography developed and consulted and the workshops held, and taking the specific nature of the VOPEs into account, four major dimensions have been identified: organizational structure, the associates' capacities, professionalization, and activities for advocacy/influence.



Each of these dimensions is discussed below, and a set of questions is provided for orienting the gender+ self-assessment suggested above. Working with these questions should lead to a dynamic process for triggering initiatives to change some of the shortfalls detected by the association itself.

Organizational structure

The ways we are organized lie at the base of the results we can achieve as associations. In fact, the way we organize as a group and the internal procedures we develop can open up or close off opportunities for incorporating different approaches or highlighting situations that are part of the kinds of discrimination found in our societies. We often tend to view these factors as part of the social reality and falling outside our area of action, and act blindly in terms of how they also affect our task. In this dimension, it is useful to ask ourselves about our internal spaces and be able to see both the eventual discrimination mechanisms that are reproduced internally and the possibilities for expanding the diversity of capacities and the inclusion of visions that enrich our actions.

In this regard, we propose a set of questions concerning the association's membership, vision and mission, its statutes or internal regulations, and its decision-making structure. The aim of these questions is to generate self-reflection, debate and a shared vision of how these questions are addressed in our organizations, as well as the relative importance they have or we want to assign to them in our organization. It is possible that some are more pertinent than others, depending on the context, or that these questions lead to other, different questions that are more useful for our organization at a given moment.

Questions for self-assessment

| | |
|---|--|
| Association vision/misión | - Does this vision/mission incorporate a declaration of intentions and/or principles regarding the gender+ approach in the organization? |
| Statutes or internal regulations | - Do the statutes or regulations define mechanisms for ensuring the application of a gender+ approach? |
| Decision-making structure | - What is the composition of the organization's leaders by sex, age, profession and cultural origin? Are there imbalances? |
| Leadership | - Does the organization ensure that non-hegemonic leadership's styles are not penalized? |
| Financial resources and budget planning | - Does the organization provide financial resources for gender+ responsive activities? |
| Membership | - Do we have or are we collecting disaggregated data? - What is the association's composition by sex, age and profession? |

For going deeper

a. Association vision/mission:

- Is there an explicit declaration of the association's vision/mission?
- Is this vision/mission broad and inclusive?

b. Statutes or internal regulations:

- Does the association have statutes or some formal instrument defining procedures and internal structure? Does this instrument contain an explicit declaration of principles against discrimination?
- Do the statutes or regulations include mechanisms for promoting a non-discriminatory organization?

c. Decision-making structure:

- What are the procedures for filling these posts? What are the requisites or criteria for selection? Are the criteria agreed upon and disseminated among the association members?
- Is there a decision makers' turnover?
- What are the channels and mechanisms with which decisions are made? In what areas are decisions made jointly with the associates, and in what areas only by the directors?
- Are there formal mechanisms for receiving proposals or complaints from associates with respect to the leadership of the association?
- What is the level of interest, and in what themes do the associates participate? Does this participation vary by sex?

d. Leadership:

- Does the organization promote diverse leadership's styles?
- Does the organization's leadership enhance positive attitudes towards diversity?
- Is there an inclusive leadership which allows different communication and participation styles?

e. Financial resources and budget planning:

- Is there a gender+ impact analysis of the organization's budget?

f. Membership:

- Is it representative of the evaluation community it intends to reach/serve?
- Are there mechanisms for identifying the associates' cultural identity or origin?
- What are the mechanisms and channels by which persons are invited to join the association?
- What are the requisites for belonging to the association? Do any of them imply limitations or restrictions on the most disadvantaged groups or persons with special situations?
- In international associations, are there possibilities of incorporating various languages in internal communication?

The associates' capacities

VOPEs are voluntary entities that seek to strengthen the capacities of their members, in areas like collective advocacy on issues affecting them. In this section we present questions and suggestions regarding the associates' capacities. Indeed, one valid motivation for becoming a member of an association is to enhance personal capacities for carrying out evaluations at the individual level, sharing knowledge, accessing information on labour and professional development opportunities, and establishing opportunities for collective reflection or learning communities to place one's own experience in a broader perspective. In this framework, it is useful to note whether the association has included the gender+ approach in this dimension, which is so important for its members. In the following section we propose a set of questions regarding the working groups, the circulation of information and the exchange of experiences and knowledge.

| <i>Questions for self-assessment</i> | |
|--|---|
| Working groups | - Does the association consider forming working groups for looking more deeply at the aspects related to the gender+ approach? |
| Circulation of information | - Does the association promote a policy of active transparency with respect to its projects and/or activities? |
| Exchange of experiences and knowledge | - Does the association organizedly disseminate and promote its members' expertise in the gender+ approach with other organizations with which it works? |

For going deeper

a. Working groups:

- If there is a working group on gender and evaluation, does it interact with other working groups in this and/ or other associations?
- Do the working group coordinators participate in the management levels of the association?

b. Circulation of information:

- Do the reflections of the working group(s) on gender+ reach the associates as a group? Through what mechanisms?
- What information mechanisms regarding labour opportunities and training are used by the association? What are the requisites for having access to this information?

c. Exchange of experiences and knowledge:

- Does the association disseminate and promote its members' expertise in the gender+ approach with other organizations with which it works?
- Do the meetings explicitly incorporate the gender+ approach in the evaluations?
- Does the association facilitate opportunities for get-togethers and exchanges on themes and experiences linked to the gender+ approach?
- Does the association have easily accessed mechanisms for members to communicate with each other for support?
- Are there criteria for awarding grants or subsidies for participation in meetings or exchange events, systematically and transparently?
- Do these criteria present particular obstacles for fully accessing resources?

Professionalization

Expertise in the field of evaluation is a recent development, associated with growing interest in and incorporation of the cycle of forming of public and development policies carried out by governments and international and civil society organizations. It can be provided by professionals from diverse disciplines, and has acquired increasing importance for the transformation of inequalities as it permits social and institutional learning and accountability. The increased demand for evaluations has also led to a demand for quality and rigour in their implementation, as well as the capacity to account for the results, given the complexity and diversity of our societies.

In this framework, associations have begun to assume an important role in the professionalization of this function, and in contributing better regulation of the supply and demand in this field, such that they have had to become involved, for example, with contributing to processes of certification of professionals, as well as promoting good labour practices in this area – which is not yet fully defined and regulated.

With respect to professionalization, below we offer a set of questions regarding evaluation training and capacity development, decent labour conditions, and processes of professionalization, designation and/or accreditation.

Questions for self-assessment

| | |
|--|---|
| Training and development in evaluation capacities | - Does the association promote the training of its members in matters related to the gender+ approach? |
| Decent working conditions | - Has the association generated opportunities for the discussion of its members' working conditions? Among these considerations, has it considered whether they suffer situations of discrimination due to gender, cultural origin or some other factor? |
| Processes of professionalization, designation and/or accreditation | - Does the association promote some kind of process of professionalization, designation and/or professional accreditation? - Have you checked to make sure these criteria do not contribute to discrimination for reasons of gender, monolinguals or ethnic identity, for example? |

For going deeper

a. Training and development in evaluation capacities:

- Does the association establish agreements and articulation with other organizations for its members to access training opportunities in the gender+ approach?
- Does the association have instances or spaces for analysing the quality of evaluation training programmes with a gender+ perspective that are being offered?
- Does the association have information it can circulate among its members regarding programmes of training in evaluation with a gender+ approach?
- Does the association promote the use of informed consent of persons interviewed, recorded and/or photographed in evaluation processes?
- Does the association promote knowledge among its associates regarding protocols for the handling of interviews with victims of violence, in evaluation processes?
- Does the association promote the use of protocols for acting in diverse sociocultural and high social vulnerability contexts (for example, with displaced populations, street children, women and populations living in situations of violence, indigenous peoples in protected territories, sex workers, etc.)?

b. Decent working conditions:

- Has the association created discussion opportunities for establishing protocols guaranteeing decent minimum working conditions for evaluators working independently?

- Are there opportunities for debate on codes of ethical behaviour in performing evaluations?

c. Processes of professionalization, designation and/or accreditation:

- Has the association been required by some organization to provide an accreditation/certification of the professional qualifications of its members?
- What are the criteria that determine the designation/accreditation?
- Has the association considered the mechanisms and procedures for professionals to be able to have equal opportunities of access to that designation/accreditation?

Advocacy

As indicated previously, an important element of the associations is the effort to generate transformations in their contexts with respect to the problems concerning them. In this context, it is important to consider whether the bid for equality and respect for the rights of all people as established in the gender+ approach constitutes part of the associations' agendas for incidence, and whether it also materializes in the messages they emit and the projects they promote or facilitate.

In this regard, the following set of questions related to communication, public activities and strategic agenda is proposed.

Questions for self-assessment

| | |
|--------------------------|--|
| Communication | - Is the language used by the association in its different communication instruments inclusive? |
| Public activities | - Does the association inform about the results of the evaluations carried out by its members where a gender+ approach has been applied? |
| Strategic agenda | - Does the association form partnerships with other organizations involved in promoting the rights of women, indigenous and Afro-descendant peoples, children and adolescents, persons with different capacities, or the LGTBI population? |

For going deeper

a. Communication:

- Does the association habitually highlight the diversity of actors and subjects addressing the problems, or is it neutral with respect to gender?

b. Public activities

- Does the association carry out open activities to disseminate and inform about the situation of the populations suffering the greatest inequalities?
- Is there an agreement on the implementation of public activities to consider the promotion of non-discrimination (language, criteria for identifying the actors to be invited, equal participation among presenters, etc.)?

c. Strategic agenda:

- Does the association promote the use of evaluations for observing the fulfilment of human rights?
- Does the association carry out actions directed to governments for the application and use of evaluations with a gender+ approach?
- In its evaluations, does the association promote the use of instruments to analyse the fulfilment of the rights consecrated in international agreements? Does it make public pronouncements on these aspects?
- Does the association promote systematization and articulation among evaluations of policies and programmes for women, children, adolescents, indigenous and Afro-descendant peoples, and LGBTBI to produce knowledge for publicizing their situation?
- Does the association promote opportunities for collaboration with organizations of people whose rights are violated?

Organizational activities

VOPEs perform different activities that can vary in nature. In this cross-cutting section we propose gender+ diagnosis, analysis and reflection⁵ in all the activities the associations carry out. Depending on the nature of the activities, it will be necessary to modify and/or expand these questions.

⁵For a in-depth gender analysis it may be needed the support of a person with gender expertise.

Questions for self-assessment

Activities

- Is there sensitivity, and is gender+ analysis carried out systematically, in each of the VOPE's activities?
- Does it systematically collect the needed disaggregated information by sex/gender and other characteristics that are pertinent to each organization (for example ethnic origin, age, country of origin in the case of regional VOPEs, role in evaluation – evaluator(s), silent partner(s), researcher(s) – area or sector)?
- Is an analysis made of the structure of participation by women and men – and its link the other groups or categories that have been considered pertinent (mentioned above) – in the association's activities?
- For example, for a conference do you analyze, by sex or other categories: those who present proposals for presentations, % of relative acceptance from each category, proportionality to the membership structure, and who assumes leadership positions in the conference (as keynote speakers, group coordinators, rapporteurs, etc.)?

For going deeper

MUKHOPADHYAY, Maitrayee; STEEHOUWER, Gerard and WONG, Franz (2006) *Politics of the Possible. Gender mainstreaming and organizational change. Experiences from the field.* Amsterdam. Royal Tropical Institute and OXFAM Novib.

The document derives from the process of organizational change that Novib and some of its partners in southern Asia and the Middle East undertook in 1995 to strengthen themselves as gender-responsive organizations as a necessary condition for promoting gender equality in their development programmes.

The experiences in incorporating of the Gender Focus Programme (GFP) are analysed with historical, cultural and social contextualization of each entity, offering a specific vision of how to integrate the gender perspective in their institutions and confront the resistance from different contexts.

To do this, the basic tool used is the Tichy Change Framework, which by crossing the three subsystems or viewpoints of organizations (technical, political and cultural) forms 9 “boxes” that represent the areas to be dealt with in a process of change. This instrument enables organizations to identify and analyse their strengths and weaknesses regarding their gender sensitivity.

<http://www.search4dev.nl/download/281637/113579.pdf>

International Labour Organization - ILO (2008) *A manual for Gender Audit Facilitators. The ILO Participatory Gender Audit Methodology.* Geneva. International Labour Organization.

This manual is designed for organizations and institutions to orient the planning and execution of Participatory Gender Audits (PGAs): a participatory self-assessment methodology based on objective data and the opinions of personnel with respect to achieving gender equality in the corresponding organization. The aim is to promote institutional learning on how to transversally integrate the gender perspective in the organizational policies, programmes and structures. To do so, the PGAs base their analyses on 12 key areas through which they determine the degree of institutionalization of gender equity, and offer recommendations for continuing to advance in the mainstreaming of the perspective in all activities.

While the manual initially derives from the adaptation of the methodology developed by the Gender and Development Training Centre of the Netherlands Development Organization (Stichting Nederlandse Vrywilligers SNV), the tools contained in this original document have been continually adjusted in consonance with the ILO’s accumulation of practical experience as the implementer of gender audits applied to the institution’s diverse technical units and national offices between 2001 and 2006.

http://www.oitcinterfor.org/sites/default/files/auditorias_particip.pdf

FAÚNDEZ, Alejandra; PEYRÍN, Carolina and WEINSTEIN, Marisa (2013) *Guía: Sistema de Gestión de Igualdad de Género y Conciliación de la Vida Laboral, Familiar y Personal en las Organizaciones* (“Guide to the System of Gender Equality Management and Conciliation of Workplace, Family and Personal Life in Organizations”). Santiago de Chile. Servicio Nacional de la Mujer (SERNAM). Inter-American Development Bank (IADB).

This guide was prepared by the national Women’s Service (SERNAM) with technical assistance from the Inter-American Development Bank and the Consultora Inclusión y Equidad (consulting firm), to facilitate the adoption of Chilean Norm Nch 3262-2012, which regulates the application of the System of Gender Equality Management and Conciliation of workplace, family and personal life (SIGIGC) by public and private organizations of any size and type of activity.

The document provides orientations and tools that permit each organization – based on its characteristics and own experiences – not only to address the different phases of implementation of the SIGIGC, but also to develop policies and measures for the conciliation of labour, family and personal life within the logic of co-responsibility.

It covers notions deriving from the gender perspective in the labour sphere, describes and explains the application of the SIGIGC, provides criteria for implementing the Norm and following up on the progress, provides orientations for the preparation of the organizational diagnosis, training plans and dissemination; for planning, evaluation and follow-up of the SIGIGC; and provides national and international references related to the SIGIGC and the NCh 3262-2012.

http://www.selloigualaconciliacion.cl/images/descargables/guia_apoyo_implementacion_nch3262.pdf

NAVARRO OLIVÁN, Natalia (2007) *Desigualdades de género en las organizaciones: procesos de Cambio Organizacional pro Equidad (COPEQ)* (“Gender inequalities in organizations: organizational change towards Equity”). San Salvador. United Nations Development Programme (UNDP).

This document is part of a series of publication by the United Nations Development Programme (UNDP), in the framework of the Latin América Genera programme that seeks the incorporation of the gender approach in different fields of development. This document indicates the need to transform organizations, breaking with their role as producers and reproducers of gender inequalities.

The publication derives from the experience of the organizational change process in the El Salvador UNDP office, from which the author extracts and systematizes the elements and key orientations for promoting other, similar processes. The product is the Pro-Equity Organizational Change methodological proposal, designed so that organizations related to development cooperation may understand how gender inequalities are produced within them, and begin organizational transformation processes that affect their functioning and experiences.

http://www.dhl.hegoa.ehu.es/ficheros/0000/0291/Desigualdades_de_g%C3%A9nero_en_las_organizaciones_PNUD_2007.pdf

BAMBERGER, Michael; SEGONE, Marco and REDDY, Shravanti (2014) *National evaluation policies for sustainable and equitable development. How to integrate gender equality and social equity in national evaluation policies and systems.* Marco Segone (Ed.).

This is a publication by EValPartners, UN Women and the International Organization for Cooperation in Evaluation (IOCE), in collaboration with the Parliamentarians Forum on Development Evaluation and the United Nations Evaluation Group (UNEG). It is designed to reach parliamentarians, governments, volunteer professional evaluation organizations and civil society, to guarantee that policies and national evaluation systems (NES) are designed and implemented with a gender perspective. Its purpose is to provide orientation on how to integrate matters of gender equality in the national evaluation systems that are being used in an increasing number of countries throughout the developing world. The analysis is centred on the 16 developing countries that now have implemented NES, although its application is useful for other developing countries in process of establishing an NES or that regularly perform evaluations of their development programmes.

[http://mymande.org/sites/default/files/files/NationalEvaluationPolicies_web-single-color\(1\).pdf](http://mymande.org/sites/default/files/files/NationalEvaluationPolicies_web-single-color(1).pdf)

GROVERMAN, Verona and KLOOSTERMAN, Jeanette (2010). *Mainstreaming a Gender Justice Approach: A Manual to support NGOs in self-assessing their gender mainstreaming competence.* Den Haag. Oxfam Novib.

This manual is intended to support development organizations in their self-assessments with a gender approach, to help in the recognition of their potential to incorporate this approach in programmes and in the organizations themselves.

To this end, it proposes a participatory methodology that invites reflection and learning through critical questions and discussions on the degree to which the organization deals with gender issues. This method identifies strengths and weaknesses that lead to the preparation of an action plan with clearly defined objectives, periods, budgets and responsibilities for incorporating this approach in the organization.

<http://oxfamlibrary.openrepository.com/oxfam/bitstream/10546/188709/3/ml-mainstreaming-gender-justice-approach-270910-en.pdf>

RAO, Aruna and KELLEHER, David (2003) "Institutions, organizations and gender equality in an era of globalization". *Gender and Development*, 5 (11), pp. 142-149.

This article argues that the majority of development organizations do not pay sufficient attention to the importance of social institutions in the perpetuation of inequality, leading them to miss out on their important role of supporting women in the communities with which they work, to challenge unequal gender relations.

The promotion of institutional change to break the role of organizations as perpetrators of inequities requires an approach based on gender in the workplace, to promote the analysis of gender relations in the societies in which they work and the institutions that need to be challenged.

<http://www.tandfonline.com/doi/pdf/10.1080/741954264>

Red de Mujeres Latinoamericanas y del Caribe en Gestión de Organizaciones - REDWIN (2007)
Las Mujeres en las Organizaciones de América Latina y el Caribe. Aportes teóricos y experiencias concretas (“Women in Organizations in Latin America and the Caribbean. Theoretical contributions and concrete experiences”). Cali. Lidia Heller (Ed.).

This book comes from the effort of the Network of Latin American and Caribbean Women in the Management of Organizations (REDWIN) to provide knowledge and dissemination from the gender perspective in organizations – a relatively new field in the region. Feminine participation in institutions is a theme that has been ignored historically by social and administrative sciences, because although women have always participated in different organizations, they were kept “invisible” to the majority of studies and research, and so were not included on the agenda of projects studying these issues in the region.

This publication addresses themes like feminine empowerment in organizations, leadership positions (feminine, collective, leadership and equity in the region); strategies for an equitable and efficient labour environment; women in municipal administration and micro-finance; and women’s networking, or women in the business environment.

DÍAZ GONZÁLEZ, Olga Sofía (2001) *Gender and Change in the Organizational Culture: tools to construct a gender sensitive organization*. Eschborn. Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ).

Based on a cooperation project on gender equality in governmental offices in Colombia and Germany, this manual seeks to answer the question of how to change the gender culture of an organization – be it public or private – including NGOs and donor organizations.

In order to challenge their value and belief systems, suppositions and mental models, it offers concepts and specific technical tools for carrying out gender analysis, orienting and supporting collective change, and facilitating a process of personal change. The tools consist of in-depth interviews, surveys, focal discussion groups, group exercises, workshops and the review of organizational documentation, including its graphic images.

http://www2.gtz.de/gender_project/downloads/Gender_and_Change_part1.zip

http://www2.gtz.de/gender_project/downloads/Gender_and_Change_part2.zip

BRIDGE (1997) *Approaches to Institutionalising Gender*. Gender and Development in Brief, 5. Brighton. Sally Baden and Rachel Masika (Ed.).

This publication is part of the BRIDGE Gender and Development in Brief document series. On this occasion, it is centred on the concept of mainstreaming as widely used strategy for institutionalizing gender issues within development organizations, with a particular approach on the ACORD (Association for Cooperative Operations Research and Development) experience. The document also considers what happens with feminist concepts like emancipation when they enter the mainstream.

<http://www.bridge.ids.ac.uk/vfile/upload/4/document/1109/IB%205.doc>

EYBEN, Rosalind and TURQUET, Laura (2013) *Feminists in Development Organizations: Change from the Margins*. Practical Action Publishing.

This publication comes from a collaboration project between 2007 and 2012, in which a group of feminists in multilateral organizations, governmental cooperation agencies and international non-governmental organizations met to critically review their work.

The product is a reflection on the progress of integration of the gender perspective. The feminist contribution is shown in the construction of effective strategies for influencing development organizations, fostering greater comprehension and forging more effective alliances for social change.

This book is intended for personnel in development organizations that want their organizations to become instruments for transforming the lives of women, and for students and researchers that study the policy of integration of the gender perspective.

MUKHOPADHYAY, Maitrayee (2004) *Mainstreaming gender or 'streaming' gender away: feminists marooned in the development business*. Institute of Development Studies (IDS) Bulletin, 35 (4), pp. 95-103.

This article reflects on two concerns related to the incorporation of the gender perspective in organizations. The first is that after three decades of feminist activism – both theoretical and practical – in the field of development, the majority of institutions still have not adopted a gender analysis in their work. The second is that, while feminist defenders have been modifying their approaches as a result of the constant criticism of their own strategies, institutional change continues to be difficult to achieve.

The author uses her own experiences to question the way the political project of equality in development, promoted by feminists (in places similar to her work in India), has been “normalizing” to the point of becoming an unhistorical, apolitical, decontextualized and technical project, leaving the reigning and unequal power relations intact. According to the author, this normalization is occurring both in discourse and in practice.

http://www.kit.nl/gender/wp-content/uploads/publications/713_12Mukhopadhyay.pdf

AHMED, Sara (2002) *Engendering organizational practice in NGOs: the case of Utthan*. Development in Practice, 12 (3-4).

Based on the questioning of the feminist scientific-social community of the end of the 1970s regarding the reproduction of forms of gender discrimination in organizations, this work unveils the “deep-rooted structure” of a non-governmental organization, Utthan, based in Gujarat, India, to detect the degree to which it is an “engendered” (having a gender approach) organization. In its analysis it suggests that, while gender issues related to the leadership, training and resources have a fundamental role in the treatment of gender equality in development practice, organizational transformation is a much more difficult and lengthier process that requires the sustained commitment of the leaders, personnel and financial/silent partners.

<http://www.tandfonline.com/doi/pdf/10.1080/0961450220149681>

GOETZ, Anne-Marie (1997a) *Getting institutions right or Women in Development*. Zed Books.

Although the policies on Gender and Development (Women in Development) have improved the immediate material conditions of women, they also have involved organizations in the reproduction of the ideological and material conditions for the subordination of women in the family and the economy. In response, the book offers a gender analysis of the development organizations in different institutional spheres. It constructs a conceptual framework for exploring the internal politics and procedures of the institutions that design and implement policies, to subsequently apply this framework to the empirical analysis of the case study. The document offers strategies for helping organizations to internalize or institutionalize gender equity, so as to make accountability to women a routine part of development practice.

MADDOK, Su (1999) *Challenging Women: Gender, Culture and Organization*. London. SAGE Publications Ltd.

This book shows the role women in senior positions play in organizational change, and the barriers encountered in the context of a dominant masculine culture. The influence of masculine cultures on men, women and organizations is tacitly accepted, but its effect on those women who challenge it is scarcely recognized. The voice of radical women is suppressed and seldom heard because, despite the logic of the economy (a changing global economy that demands innovation, adaptation and survival), patriarchal attitudes continue to be wide-ranging throughout the world, as much in the West as anywhere else.

ACKER, Joan (2006) *Inequality Regimes: Gender, Class, and Race in Organizations*. *Gender & Society*, 20 (4), pp. 441-464.

In this article, the author addresses two feminist issues: first, how to conceptualize intersectionality and the mutual reproduction of unequal class, gender and racial relations; and secondly, how to identify barriers to the creation of equity in working organizations.

The author develops a response to both issues through the idea of “regimes of inequality” as an analytical approach to understanding the creation of the inequities in working organizations. It conceives the inequality regimes as the interlaced practices and processes that lead to continuous inequalities in all work organizations, and suggests that the concept may be useful in the analysis of projects of organizational change, in order to better understand why these projects so often fail, and why they are sometimes are successful.

<http://gas.sagepub.com/content/20/4/441.short>

ITZIN, Catherine and NEWMAN, Janet (1995) *Gender, culture and organizational change: Putting theory into practice*. Psychology Press.

This book examines gender inequality in organizations, considering the way sexual and social relations between women and men – based on sexuality, power and control – determine the cultures, structures and organizational practices, as well as their work experiences.

The study represents a decade of experience in change management and the application of theory in public sector organizations during a period of great social, political and economic transition, and analyses the progress that has been made. It analyses the connections between women and unions in Europe, but also addresses the management of development for women in countries in Africa and Asia.



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[http://mymande.org/sites/default/files/files/NationalEvaluationPolicies_web-single-color\(1\).pdf](http://mymande.org/sites/default/files/files/NationalEvaluationPolicies_web-single-color(1).pdf)

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Annexes

a) Contributors to the workshop of the International meeting of Evaluation and public policies: a focus based on gender equity, diversity and human rights. Cali, September 19th 2014.

| N° | Nombre y Apellidos | Organización o Institución |
|----|---------------------------|--|
| 1 | Martha Cecilia Bedoya | Colectivo de Mayores. Restepo V. |
| 2 | Laura Sofía Chacón | Universidad del Valle |
| 3 | Sandra Patricia Gil R. | Magíster Gestión Pública |
| 4 | Nathaly Cardona Gil | - |
| 5 | Florencia Tateossian | ONU Mujeres |
| 6 | Gianluca Giuman | ONU Mujeres |
| 7 | Johnatan Rivas Hurtado | Universidad Santiago de Cali |
| 8 | Jhonye Yara Jurado | Universidad Santiago de Cali |
| 9 | Antonio Posada A. | Alcaldía de Pereira |
| 10 | Cathalina Zapata V. | Consejería Presidencial DDHH |
| 11 | Karol Yined Rojas M. | JPSI ACIN |
| 12 | María del Socorro Luna | Egresada Universidad Santiago de Cali |
| 13 | Luz Stella Osorio Morales | Sintra Emcali |
| 14 | Fabiola Amariles | REDWIN - Learning for Impact |
| 15 | Silvia Salinas | REDWIN - Learning for Impact |
| 16 | Ana Constanza Huertas | DNP |
| 17 | Mariella López Mejía | Universidad Valle - Ruta Pacífica de las Mujeres |
| 18 | Ricardo Calcedo | Universidad Javeriana |
| 19 | Andrea Quijije García | Movimiento Mujeres Ecuador |
| 20 | Yesenia Almeida Vives | Movimiento Mujeres Ecuador |
| 21 | Mary Luz Espinosa Bonilla | Ingenio Riopaila SA |
| 22 | Martha Liliana Morales | - |
| 23 | Mary Luz Dique E. | Secretaría de las Mujeres de la Alcaldía de Medellín |
| 24 | Gloria Montoya | Alcaldía de Medellín |
| 25 | Laura Mesa | M. pro Medellín |
| 26 | Monika Mena | Kalidadea |
| 27 | Mercedes Alonso | AECID |

| | | |
|----|-------------------------------|---|
| 28 | Bibiana Gauna | Ministerio de Ciencia, Tecnología e Innovación Productiva, Argentina |
| 29 | Gloria Zapata | EPSI Medellín (Expertos Profesionales en Servicios Sociales Integrales) |
| 30 | Yolina Lezcano Pajón | EPSI Medellín |
| 31 | Nelson de J. Rueda Zapata | EPSI Medellín |
| 32 | Claudia Patricia Callo Valera | EPSI Medellín |
| 33 | Martha Eugenia Minota Pabón | EPSI Medellín |
| 34 | Sonia María Franco M. | EPSI Medellín |
| 35 | Yangasiba Mosquera Zapata | EPSI Medellín |
| 36 | Mariela González Robaina | Universidad Mzas Cuba |
| 37 | José Vicente Bohorquez Reyes | Fundación Universidad Juan N. Corpas Bogotá |
| 38 | Mónica Álvarez Jaramillo | Fundación Universidad Juan N. Corpas Bogotá |
| 39 | Patricia Román | Universidad Santiago de Cali |
| 40 | Liliana García R. | Municipio Padilla Cauca |
| 41 | Carla Frías Ortega | Universidad de Chile |
| 42 | Eucaris Olaya | Universidad Nacional de Colombia |
| 43 | María del Carmen Arcos Ávila | CEPROSEPP AC México |
| 44 | Karen Ortiz Cuchivagre | Universidad Nacional de Colombia, Bogotá |
| 45 | Amaya Renes López | Fundación CODESPA |
| 46 | Isabel Polo Góngora | Fundación CODESPA |
| 47 | Jara Aracena | Consultora |
| 48 | María Bustelo | Universidad Complutense de Madrid |
| 49 | Julia Espinosa | Universidad de Sevilla |
| 50 | Alejandra Faúndez | Consultora Inclusión y Equidad |
| 51 | Marisa Weinstein | Consultora Inclusión y Equidad |

b) Contributors to the workshop of the European Evaluation Society Biennial Conference. Dublin, October 1st 2014.

| N° | Nombre y Apellidos | Organización o Institución |
|-----------|------------------------------|--|
| 1 | Rita Sever | Hebras University of Jerusalem (Jerusalem, Israel) |
| 2 | Ratna Sudarshan | Institute of Social Studies Trust (New Delhi, India) |
| 3 | Johanna F. Schwarz | Institute for Teacher Education and School Research (ILS) (Innsbruck, Austria) |
| 4 | Michael Bamberger | Independent consultant (Beaverton , USA) |
| 5 | Monib Fazal Rahim | United Nations Entity for Gender Equality and the Empowerment of Women - UN Women (Kabul, Afghanistan) |
| 6 | Angela Wroblewski | Institut für Höhere Studien (Wien, Austria) |
| 7 | Maria Gutknecht-Gmeiner | Impulse - Evaluation and Organisation Development (Vienna, Austria) |
| 8 | Natalia Kosheleva | Process Consulting Company (Moscow, Russia) |
| 9 | Maria Bergstrom | Swedish Research Council (Stockholm, Sweden) |
| 10 | Reinhard Stockmann | University of the Saarland(Saarbrücken, Germany) |
| 11 | Kate Winter | City University of Seattle(Seattle, WA, USA) |
| 12 | Laura Pan Luo | China Agriculture University (Beijing, China) |
| 13 | Jessica Essary | Zayed University (Dubai, United Arab Emirates) |
| 14 | Harry Cummings | University of Guelph (Guelph, Canada) |
| 15 | María Alejandra Lucero | Instituto de Investigaciones Socioeconómicas (San Juan, Argentina) |
| 16 | Karolina Jakubowska | ICF/PTE (Warsaw, Poland) |
| 17 | Kelly Robertson | Western Michigan University (Kalamazoo, USA) |
| 18 | Elizabeth Moreira dos Santos | Fundação Oswaldo Cruz / ENSP /ENSP (Rio De Janeiro, Brazil) |
| 19 | Patricia de Lancer Julnes | University of Baltimore (Baltimore ,USA) |
| 20 | Hannah Leyerzapf | VU Medical Center (Amsterdam, Netherlands) |
| 21 | Pamela Walsh | Eastern Michigan University (Michigan/Ypsilanti, USA) |
| 22 | Juan Pablo Gutiérrez | National Institute of Public Health (Cuernavaca,Mexico) |
| 23 | Susan Musyoka | R. National Assnkly (Kenya) |
| 24 | Lena Lindgren | School of Public Administration, Gothenburg University (Gothenburg, Sweden) |
| 25 | José Manuel Argilés | Ministry of Foreign Affairs and Cooperation (MAEC) (Madrid, Spain) |

| | | |
|----|-------------------|--|
| 26 | Liisa Horelli | Aalto University Centre for Urban and Regional Studies (Espoo, Finland) |
| 27 | Tineke Abma | VU Medical Center, Medical Humanities, EMGO+Research Institute, (Amsterdam, Netherlands) |
| 28 | Michaela Raab | (Berlin, Germany) |
| 29 | Alexandra Chambel | UNFPA (New York, USA) |
| 30 | Junwen Luo | University of Twente, Management and Governance (Enschede, Netherlands) |
| 31 | Barbara Groot | VU University Medical Center Amsterdam (Amsterdam, Netherlands) |
| 32 | Sandra Speer | Independent Evaluator (Wiesbaden, Germany) |
| 33 | Marco Segone | UN Women (New York, USA) |
| 34 | Inga Sniukaite | UN Women |
| 35 | María Bustelo | Universidad Complutense de Madrid |
| 36 | Julia Espinosa | Universidad de Sevilla |