

# DONNA

THAT'S ME. A FEMINIST  
EVALUATOR. AND AT TIMES,  
AN EVALUATOR WHO IS A  
FEMINIST.

1. Research methods, institutions and practices are social constructs.

2. Gender inequities are one manifestation of social injustice; discrimination cuts across race, class, and culture and is inextricably linked to all three.

3. Discrimination based on gender is systematic and structural.

4. Action and advocacy are considered to be morally and ethically appropriate responses of an engaged feminist evaluator

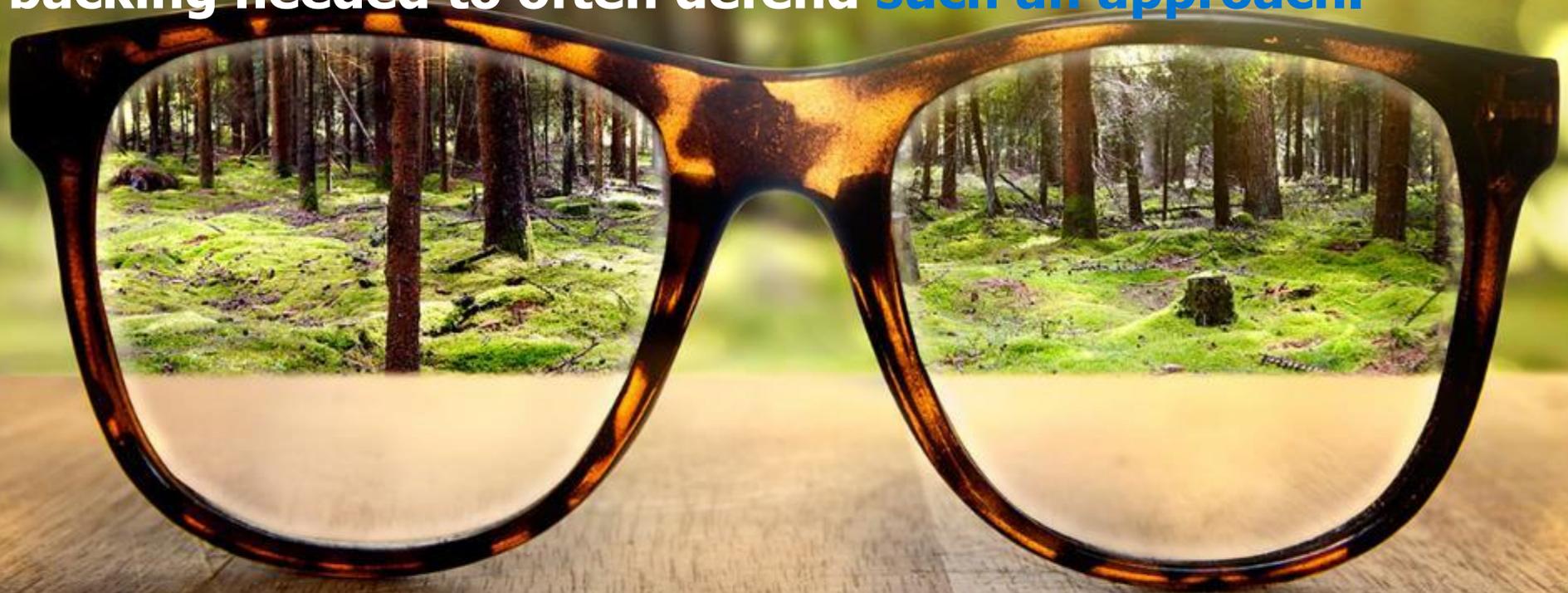
5. Evaluation is a political activity; evaluator's personal experiences, perspectives, and characteristics come from and lead to a particular political stance.

6. Knowledge is culturally, socially and temporally contingent

7. Knowledge is a powerful resource that serves an explicit or implicit purpose.

8. There are multiple ways of knowing.

Encourages me to ask **those DIFFICULT questions**, guides me in the discussion, **and provides the theoretical backing** needed to often defend **such an approach**.



**FE makes me a better evaluator because it supports me to uphold my value**

**of treating others**

**the way I want**

**to be treated,**

**and provides**

**the guidance**

**to do so.**



## Introduction

**(Establish rapport)** My name is Donna Podems. I am working for the CGIAR. Thank you for making the time to meet with me.

**(State purpose)** I am here today to ask some questions about **X with a focus on the period 2017-2019.** *We will use this information to help understand more about the intervention and its successes and challenges.*

**(Consent)** This interview is entirely voluntary and you may choose not to participate. If you agree to participate, you can choose to stop at any time or to skip any questions that you do not want to answer. Your interview responses are confidential, and will only be shared among two team members, for analysis. While we aim to use information and perspectives that you provide, in the report we will not link these to your name. Your name will only be listed as a person that we interviewed, in the report annex. Please feel free to stop this interview at any time.

**(Transition)** Do you have any questions for me before we start?

**Note oral consent given: YES NO**

### FE-PFE Framework (name pending)

FE and PFE are two of many evaluation theories, methods, or approaches available to an evaluator.

These guidelines supports implementing FE/PFE approach in its entirety, or as relevant.

### Questions to consider when contemplating FE as an evaluation approach

1. (General) Does the evaluation **context** warrant, or potentially benefit from at least one FE core beliefs?
2. Is there some element in the intervention or the evaluation process that aims to question or shift **power relations** and/or question or shift issues around **inequality**?
3. (General) How would the evaluation **process** be enhanced by engaging with one or more of FE lenses?
4. (Specific) How would decisions around **data collection** benefit from a FE way of thinking?
5. (Specific) How would an **analysis** with one (if not more) of these understandings provide insightful findings that lead to actionable recommendations?
6. (Specific) How would FE influence **communication of findings** to enhance use? To whom?

Do we need to hire a feminist evaluator to conduct FE?

The short answer? No. The evaluator does not need to identify as a feminist. However the evaluator, or someone on the team, needs to understand FE and how what elements of FE are applicable to the evaluation context. The evaluator should be able to discuss the FE approach and ensure that FE is understood by the team and the client, clarify the evaluation purpose and intended users, and then ensure that FE, or components of it, provide a useful approach.

10 Common Questions asked when using FE <sup>2</sup>	Practical Guidance
<p>Our (<i>fill in name of gender approach</i>) is a feminist approach, how is FE different?</p> <p>(Issue here: What it's called – Labelled FE but it's not. Not labelled FE but it is. Labelled gender but its FE. Gender approach combined with FE.)</p>	<p>Get clarity on their approach through facilitation and discussion. Reach an agreed understanding of what values, principles, and criteria will guide the evaluation. (NB: This may then move the evaluator away from an F-PFE approach, towards a gender approach or the hybrid feminist and gender approach). Clarify what will be done, how it will be done and how that is useful to address the evaluation questions and the context. Label later (if needed).</p>
<p>We would like the evaluator to use a feminist approach.</p>	<p>Facilitate a discussion to understand what is FE, and what is gender analysis and gender approaches (and what is not). Clarify <i>if</i> FE is the most appropriate approach to the evaluation questions, and the context. Ensure that FE-PFE is appropriate to the evaluation questions, and to the evaluation users. Describe how FE-PFE could be applied (i.e. what does it look like in practice).</p>
<p>Most people do not want the feminist evaluation approach, but we heard it might be useful. How might FE be useful to our organization, program, policy, platform, or innovation?</p>	<p>Ask about that sentiment. Consider question questions such as: Tell me about your evaluation questions and users. What is the evaluation's purpose? Who needs to use the findings, to do what? Describe the core elements of the FE approach. Discuss how FE is likely to be useful and not useful. Provide concrete examples to support the conversation.</p>
<p>We want to use a FE approach but we need to use quantitative data for the evaluation to have any credibility.</p>	<p>FE is method neutral. Clarify the evaluation questions. Some questions may warrant quantitative data, others qualitative and others mixed. Clarify how FE-PFE would be useful to address the evaluation process and its questions. Then ensure that the method addresses the question, is feasible with regards to resources, <b>and</b> meets the users understanding of what constitutes credible data.</p>
<p>We want to use a gender approach, not FE.</p>	<p>Clarify how a gender approach will be useful to address the evaluation question(s) and the evaluation context. Discuss and consider how other approaches may be useful, one of which may be FE-PFE.</p> <p>NB: Be prepared to use a gender or other approach, as needed.</p>

What is needed to practice FE	Required	Optional
<p>These are <i>draft</i> required and optional areas of knowledge and skill. These are presented as part of an early draft intended for further application, testing, and feedback.</p>	Understand FE and how to apply it	Being a feminist
	Knowledge of evaluation approaches (e.g. UFE, CIPP, Realist)	Knowing about feminism
	Research skills and developing a research design	Facilitation, negotiation, mediation and education skills
	Ethics (e.g. ensure safety of informants, formulation & dissemination of recommendations)	Understanding related social justice approaches (e.g. Transformative Evaluation, Democratic Evaluation)
	Gender analysis	Gender approaches
	Understanding intersectionality and how to apply the concepts in evaluation process	Engaging in a community of practice that supports your work
	Reflexivity	Presentation skills (for conferences)
	Thick skin	Strong writing skills (for publishing)

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Join Donna Podems  
in



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Feminist Evaluation

*May 2021!*

Email [learningcenter@encompassworld.com](mailto:learningcenter@encompassworld.com) to learn more!

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