Feminist Evaluation Toolkit for Crisis Contexts

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Abbreviations and acronyms

ALNAP	Active Learning Network for Accountability and Performance
COFEM	Coalition of Feminists for Social Change
DAC	Development Assistance Committee
FIME	Feminist Innovation in Monitoring and Evaluation
FPAR	Feminist Participatory Action Research
GEI	Global Evaluation Initiative
IEG	Independent Evaluation Group
INGO	International Non-Governmental Organisation
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), Intersex, and other gender and sexual diversities
M&E	Monitoring and Evaluation
MSC	Most Significant Change
OECD	Organization for Economic Co-operation and Development
OH	Outcome Harvesting
OM	Outcome Mapping
RDS	Respondent Driven Sampling
SRA	Social Relations Approach
ToR	Terms of Reference
UN	United Nations
UNFPA	United Nation's Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WLO	Women Led Organisation
WRO	Women's Rights Organisation

Photo credit: CARE International

Introduction: Feminist evaluation in crisis contexts

1. Feminist evaluation in crisis contexts

In humanitarian crises, evaluations frequently document short-term relief outputs - such as meals provided or shelters constructed - but rarely interrogate the dynamics that determine who benefits. This leaves important questions unanswered: which groups accessed aid, whose perspectives influenced decisions, and whose needs were systematically overlooked. Conventional evaluation frameworks assume safety, stability, and broad participation, assumptions rarely valid in crisis contexts. Under conditions of displacement and insecurity, data collection frequently privileges the most visible or accessible - often men or community leaders - while excluding women, girls, and marginalized groups.

Moreover, the common distinction between short-term humanitarian aid aimed at saving lives and longer-term development aid aimed at improving quality of life often fails to reflect the complex, lived realities of communities enduring protracted crises.[1] These overlapping and systemic forms of oppression demand an evaluation approach that goes beyond the exploration of immediate survival to address deep-rooted inequities and actively respond to the needs of women, girls, and other marginalised groups.

Feminist evaluation, grounded in feminist theory, responds to these needs by interrogating power relations, amplifying marginalized voices, and advancing social justice through participatory inquiry. [2] It redefines what counts as evidence and who determines it, anchoring analysis in the lived realities of those most affected. In fragile settings, feminist evaluation becomes not only a measure of performance but also a mechanism of social justice - assessing humanitarian action for its equity, inclusivity, and transformative potential.

1.1 Evaluation gaps in crisis settings

Crises intensify existing gender inequalities, with women and girls facing disproportionate exposure to gender-based violence, economic insecurity, and mobility restrictions during humanitarian emergencies.[3,4] Increased unpaid care burdens, loss of livelihoods, and reduced essential services particularly impact those in low-income or informal sectors.[5,6] For refugees and displaced populations, these vulnerabilities are compounded by limited legal protection, precarious work, and heightened exploitation risks.[7]

Such impacts are both immediate and intergenerational, reinforcing cycles of disadvantage. Crises expose underlying injustices embedded within societies[8] and crisis responses that ignore these dynamics risk perpetuating structural inequities. Despite these realities, crisis

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[1] Global Fund for Women. (2024). A blueprint for feminist crisis response. Feminist Alchemy. https://www.globalfundforwomen.org/wp-content/uploads/2024/08/A-Blueprint-for-Feminist-Crisis-Response_9-07-2024.pdf

[2] Podems, D. (2010). Feminist evaluation and gender approaches: There's a difference? *Journal of MultiDisciplinary Evaluation*, 6(14). http://survey.ate.wmich.edu/jmde/index.php/jmde_1/article/view/199/291

[3] UN Women. (2021). *Measuring the shadow pandemic: Violence against women during COVID-19* [Rapid Gender Assessment summary]. UN Women Data Hub. https://data.unwomen.org/publications/vaw-rga

[4] UNICEF. (2025). *Gender in crisis: A regional compendium—Gender in emergencies programming*. UNICEF. https://knowledge.unicef.org/resource/gender-crisis-regional-compendium-gender-emergencies-programming

[5] Agarwal, B. (2021). Livelihoods in COVID times: Gendered perils and new pathways in India. *World Development*, 139, 105312. https://doi.org/10.1016/j.worlddev.2020.105312

[6] UNDP. (2021). *Protecting women's livelihoods in times of pandemic: Temporary basic income and the road to gender equality* (Development Futures Series No. 5). https://doi.org/10.18356/30053307-5

[7] Akande, B. (2025). *Gender-sensitive approaches to building resilience in refugee and asylum-seeking women: Strategies, challenges, and policy implications*.

[8] Global Fund for Women. (2024). *A blueprint for feminist crisis response*. Feminist Alchemy. https://www.globalfundforwomen.org/wp-content/uploads/2024/08/A-Blueprint-for-Feminist-Crisis-Response_9-07-2024.pdf

evaluations often emphasize outputs over outcomes. Measuring goods or services delivered may demonstrate efficiency but obscures crucial questions of equity, access, and justice. For example, a programme may meet targets for training sessions without examining whether women could safely participate or whether engagement led to sustained empowerment.

Structural and contextual barriers further restrict women's and girls' participation in evaluation. Safety risks, displacement, and trauma make involvement unsafe or impossible, while self-exclusion may occur due to fear of reprisal or social sanction. Traditional evaluation models - designed for stable environments - rarely capture such hidden exclusions, privileging visible and accessible voices, typically men or local leaders. Donor-driven agendas can reinforce these biases by prioritizing funder accountability indicators over local knowledge. [9] The result is an incomplete evidence base that reflects delivery mechanics rather than lived realities. Without deliberate feminist framing, evaluations risk reproducing epistemic inequities and sustaining structural exclusion within humanitarian response.

1.2 Why feminist evaluation offers a critical alternative

To tackle these gaps, feminist evaluation brings a fundamentally different lens. Feminist evaluations of humanitarian programming start from the recognition that men, women, girls, boys, and people of all genders experience crises very differently - and that these intersecting inequalities (linked to race, class, disability, or sexuality) must shape humanitarian action.[10] For evaluations, this does not just mean better representation on paper but building processes where those most affected are directly involved in shaping what success means and how it is measured.

Several guiding principles make feminist evaluation distinct and essential in fragile contexts:

1. **Valuing marginalized voices**. Feminist evaluation elevates the knowledge of groups most likely to be silenced, not only recording their experiences but creating structured spaces where they actively inform decisions and hold programs accountable.[11,12] This is where feminist evaluation's advocacy roots show most clearly - it ensures that unheard voices do not just enter the report but shape the response. In crisis contexts, this matters because those most at risk - such as displaced women or survivors of violence - often hold the most urgent insights for shaping safe and effective interventions.
2. **Recognizing multiple ways of knowing**. Mainstream frameworks often rely on quantitative metrics, but feminist evaluation acknowledges evidence grounded in emotion, experience, and intuition.[13,14.15.16] In humanitarian contexts, this is vital:

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[9] Crupi, K., & Godden, N. J. (2024). Feminist evaluation using feminist participatory action research: Guiding principles and practices. *American Journal of Evaluation, 45*(1), 51–67. https://doi.org/10.1177/10982140221148433

[10] Ward, J., & Voss, J. (2024). *Guidance note on applying feminist approaches to humanitarian action*. Social Development Direct. https://sddirect.org.uk/sites/default/files/2024-08/Guidance%20Note_Applying%20Feminist%20Approaches%20to%20Humanitarian%20Action.pdf

[11] Sette, C. (2012). Feminist evaluation approach is not just about women. *BetterEvaluation Blog*. https://www.betterevaluation.org/blog/feminist-evaluation-approach-not-just-about-women

[12] Podems, D. (2010). Feminist evaluation and gender approaches: There's a difference? *Journal of MultiDisciplinary Evaluation, 6*(14). http://survey.ate.wmich.edu/jmde/index.php/jmde_1/article/view/199/291

[13] Podems, D. (2018). *Making feminist evaluation practical* [PDF]. African Development Bank. **https://idev.afdb.org/sites/default/files/Evaluations/2020-03/Making%20Feminist%20Evaluation%20practical.pdf**

[14] Minnich, E. (1990). *Transforming knowledge*. Philadelphia: Temple University Press.

[15] Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

[16] Hughes, C. (2002). *Key concepts in feminist theory and research*. London: Sage.

trauma narratives, coping strategies, and grassroots insights from women's rights organizations add depth that numbers alone cannot capture.

3. **Challenging hierarchies**. Feminist evaluation refuses to treat evaluation as neutral, instead questioning who drives the agenda.[17] Are donor priorities overriding local concerns? Are women led groups meaningfully included as decision-makers or simply consulted as an afterthought? [18] In fragile contexts, such questions determine whether evaluations reinforce or dismantle unequal power structures.[19]
4. **Intersectionality**. Conventional gender evaluations may often treat women as a single group. Feminist evaluation, by contrast, insists on recognizing diversity - between rural and urban women, between single mothers and married women from different classes, and across LGBTQI+ identities.[20,21,22] In crisis contexts, intersecting inequalities can magnify vulnerability - meaning that a generic "women-focused" crisis response risks leaving the most marginalized behind. By foregrounding these differences, feminist evaluation ensures responses are not "one size fits all," but truly tailored.
5. **Evaluator as activist**. Feminist evaluators are not detached observers but engaged actors, consciously using evidence to challenge inequities and

Integrating a feminist lens across evaluations

A feminist lens adds value not only to programmes with explicit gender equality goals but also to those where gender may not be the primary focus. By revealing how power, exclusion, and intersecting inequalities shape people's experiences, it strengthens the relevance, fairness, and effectiveness of any intervention.

Feminist evaluation is not a standalone method but a lens that can be applied across diverse evaluation designs. It can complement approaches such as utilization-focused evaluation, developmental evaluation, theory-driven evaluation, or mixed-methods designs - what distinguishes it is not the tools used, but the values and power analyses guiding them.

In crisis settings, where inequalities deepen and programmatic decisions must adapt quickly, this lens becomes especially critical: it ensures that evidence reflects the lived realities of those most affected, that marginalized voices are not overlooked in the urgency of response, and that recommendations support equitable and accountable action.

Source: Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada.

[17] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**
[18] Ward, J., & Voss, J. (2024). *Guidance note on applying feminist approaches to humanitarian action*. Social Development Direct. https://sddirect.org.uk/sites/default/files/2024-08/Guidance%20Note_Applying%20Feminist%20Approaches%20to%20Humanitarian%20Action.pdf
[19] McClean, M. (2000). Alternative approaches to women and development. In J. Parpart, M. P. Connelly, & V. E. Barriteau (Eds.), *Theoretical perspectives on gender and development* (pp. 179–190). Ottawa, Canada: International Development Research Centre.
[20] Connelly, M., Li, T., MacDonald, M., & Parpart, J. L. (2000). Feminism and development: Theoretical perspectives. In J. Parpart, M. P. Connelly, & V. E. Barriteau (Eds.), *Theoretical perspectives on gender and development* (pp. 51–160). Ottawa, Canada: International Development Research Centre.
[21] Mohanty, C. T. (1997). Under Western eyes: Feminist scholarship and colonial discourse. In N. Visvanathan, L. Duggan, L. Nisonoff, & N. Wiegersma (Eds.), *The women, gender and development reader* (pp. 79–86). Cape Town, South Africa: David Philip.
[22] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**

advocate for systemic change.[23,24,25,26] In fragile settings, this role is crucial: evaluators become allies capable of amplifying women led initiatives and holding humanitarian systems accountable for justice.

1.3 Gaps in evidence base and uptake

Feminist evaluation remains underdeveloped and under-documented in crisis and humanitarian settings, despite growing recognition of its importance. Evidence on how feminist evaluation principles have been adapted, tested, and operationalized under emergency conditions is limited, constraining methodological innovation and learning across contexts. The absence of consolidated knowledge and guidance prevents evaluators from identifying which feminist innovations are effective and feasible in fragile situations and hinders their integration into humanitarian evaluation frameworks. Without systematic synthesis, opportunities to prioritize equity, agency, and contextual inclusion in crisis response remain constrained.

A central set of challenges relates to resistance toward explicit feminist labelling, including discomfort and preconceived notions surrounding the term "feminism" itself. [27] Many evaluators hesitate to identify their work as "feminist," fearing backlash or misinterpretation, and instead resort to less politically charged framings such as "gender-responsive" or "empowerment" evaluation.[28] This avoidance of feminist labelling has contributed to a scarcity of published feminist evaluations compared with a much larger body of gender-responsive work. [29] As a result, evaluators lack published examples and applied evidence that could guide the adoption of feminist practices and innovations - particularly in high-pressure crisis settings. Consolidated knowledge, guidance, and visible examples are therefore essential to equip evaluators and institutions with the confidence, frameworks, and tools needed to advance feminist evaluation in humanitarian and fragile environments.

1.4 About the project

The project - 'From insights to action: Advancing feminist evaluation innovations in crisis contexts' is one of 6 global recipients of the Feminist Innovation in Monitoring and Evaluation (FIME) Small Award for Young and Emerging Evaluators. The Award was implemented by the Global Evaluation Initiative in alliance with EvalGender+, with the financial support of Global Affairs Canada. This project addresses these gaps by synthesizing existing feminist evaluation innovations in crisis settings (linked here), providing consolidated evidence across geographies. Additionally, it develops a practical toolkit (this document) that offers clear, adaptable guidance and tools for implementing feminist evaluation methods in crises.

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[23] Podems, D. (2018). *Making feminist evaluation practical* [PDF]. African Development Bank. **https://idev.afdb.org/sites/default/files/Evaluations/2020-03/Making%20Feminist%20Evaluation%20practical.pdf**

[24] Podems, D. (2010). Feminist evaluation and gender approaches: There's a difference? *Journal of MultiDisciplinary Evaluation, 6*(14). http://survey.ate.wmich.edu/jmde/index.php/jmde_1/article/view/199/291

[25] Sette, C. (2012). Feminist evaluation approach is not just about women. *BetterEvaluation Blog*. https://www.betterevaluation.org/blog/feminist-evaluation-approach-not-just-about-women

[26] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**

[27] Podems, D. (2010). Feminist evaluation and gender approaches: There's a difference? *Journal of MultiDisciplinary Evaluation, 6*(14). http://survey.ate.wmich.edu/jmde/index.php/jmde_1/article/view/199/291

[28] Podems, D. (2014). Feminist evaluation for nonfeminists. In S. Brisolara, D. Seigart, & S. SenGupta (Eds.), *Feminist evaluation and research: Theory and practice*. The Guilford Press.

[29] Ibid.

Photo credit: Beyond Intractability

Introducing the Feminist Evaluation Toolkit

2. Introducing the Feminist Evaluation in Crisis Toolkit

2.1 Purpose of the toolkit

The **Feminist Evaluation in Crisis Toolkit** has been developed to equip evaluators and organisations with consolidated, practical guidance on how feminist evaluation principles can be applied in fragile and emergency contexts.

The toolkit provides guidance relevant for both crises arising from both natural disasters (such as floods, earthquakes, cyclones) and human-made emergencies (including conflict, displacement, and political unrest). The methods outlined are applicable for evaluations conducted *during* a crisis, when conditions are most volatile, as well as in the *aftermath*, when systems stabilise and longer-term impacts can be better understood.

The toolkit:

- Brings together global feminist evaluation innovations and existing humanitarian and gender evaluation guidance into a **single, accessible resource** adapted for crisis-affected settings.
- Offers **step-by-step guidance** for applying feminist evaluation principles in real-world constraints, such as limited time, resources, and data access common in humanitarian contexts.
- Provides **practical and adaptable tools** - including frameworks, participatory methods, and guiding questions - to assess equity, inclusion, power dynamics, and lived experiences.
- Strengthens **accountability, learning, and scalability** by positioning feminist evaluation as a pathway to justice in crisis response and supporting its integration into institutional, donor, and national M&E systems.

2.2 Methodology

The toolkit was developed through a structured, evidence-based, and user-centred process to ensure contextual relevance in crisis settings. It draws on four complementary sources:

Synthesis of feminist evaluation innovations: The toolkit builds on a synthesis of evaluation reports from crisis-affected contexts, identifying practical approaches, challenges, and lessons learned. This ensures it reflects proven strategies that have worked in real-world crises.

Existing guidelines and frameworks: The toolkit adapts established humanitarian evaluation and gender guidance, collating them into a single, accessible resource (see **Annex 1** for the list of guidelines reviewed). This “one-stop shop” approach leverages existing knowledge, minimizes the learning curve, and aims to support easier adoption in diverse crisis settings

Co-design with evaluators and practitioners: Draft versions of the toolkit were validated and enriched through workshops with feminist evaluators, Women’s Rights Organisations (WROs), and Women-Led Organisations (WLOs) (see **Annex 3** for list of participants). These consultations captured lived experiences, practical needs, and

actionable recommendations, grounding the toolkit in the realities and priorities of those most affected.

Multilateral expert consultations: Draft versions of the toolkit were presented in knowledge sharing sessions to evaluation specialists from multilateral organizations including the World Food Programme, UNICEF, UN Women, and the Independent Evaluation Group (IEG) of the World Bank (see **Annex 3** for the list of participants). Feedback from these consultations was systematically captured and used to refine the design, ensuring relevance, usability, and alignment with global evaluation practices.

2.3 Intended audience

The toolkit is designed for a broad and diverse audience engaged in evaluation, humanitarian response, and gender responsive programming. It serves as a practical resource for:

Evaluators and M&E specialists working in crisis and post-crisis settings who seek to apply feminist and participatory approaches.

Humanitarian and development agencies aiming to integrate equity and inclusion principles into their evaluation frameworks and accountability mechanisms.

Women's rights and women-led organizations that wish to strengthen their evaluative capacities, document impact, and advocate for systemic change.

Donors and institutional partners interested in supporting feminist evaluation approaches and embedding equity-driven metrics in their funding and reporting frameworks.

Researchers and students exploring feminist methodologies in complex, high-risk, or rapidly evolving environments.

2.4 How to use this toolkit

Navigating the toolkit

This toolkit is designed for flexible, practical application across diverse humanitarian and crisis contexts. It is organized around six core sections that follow the typical evaluation cycle, each integrating feminist principles, participatory approaches, and context-sensitive guidance:

1. **Planning** – Guidance on planning feminist evaluations in crisis settings, including developing the Terms of Reference, framing evaluation objectives and questions, selecting a diverse and gender-sensitive evaluation team.

2. **Design** – Guidance on designing evaluations that explicitly integrate feminist principles from the outset, including developing a feminist evaluation framework, mapping stakeholders, and conducting a rapid crisis scan to understand context, risks, and power dynamics, and prioritising co-design of evaluation elements with affected communities.
3. **Methods** – Tools and approaches for inclusive, participatory, and context-sensitive data collection, including arts-based and participatory methodologies that foreground the lived experiences of women, girls, and marginalized groups. The guidance also outlines strategies for creating safe and accessible spaces for data collection in crisis settings.
4. **Analysis** – Strategies for interpreting data through an equity and power lens, including participatory and community-driven interpretation, intersectional analysis, triangulation of qualitative and quantitative data, and techniques to surface structural inequities, gendered impacts, and shifting social norms in crisis contexts.
5. **Ethics** – Guidance on safeguarding participants and evaluators, ensuring privacy, confidentiality, and safety, creating inclusive and psychologically safe spaces, and addressing gendered risks.
6. **Dissemination** – Tools and tips for sharing findings effectively, amplifying the voices of women, girls, and marginalized communities, ensuring actionable uptake of recommendations, and supporting adaptive learning and policy influence in humanitarian programming.

The toolkit includes visual cues to enhance usability:

- **Case studies (grey boxes)** illustrate real-world applications and lessons learned.
- **Tools (blue boxes)** describe various methods, approaches, and possible adaptations for crisis settings through a feminist lens.
- **Tools and Resources** ⚒ **(pink shading)** reference specific sub-sections of Section 9 which provides detailed information on key methods and ready-to-use materials/templates that evaluators can adapt to diverse crisis contexts.

Evaluators are encouraged to **adapt** tools, templates, and examples to their context, drawing on local knowledge, available resources, and the nature of the crisis. The toolkit offers a menu of aligned feminist evaluation approaches rather than prescriptive requirements, supporting flexible and context-sensitive application.

The guidance/tools are intended to **complement**, not replace, more traditional evaluation methods - reinforcing methodological rigor by widening the evidence base, diversifying perspectives, and making space for lived experience and power-aware analysis.

Methods and approaches may be applied **concurrently or sequentially**, depending on what is feasible and appropriate within the crisis context. At the same time, the crisis environment may allow evaluators to meaningfully apply this guidance in only one stage of the evaluation - or, in more stable conditions, across multiple stages. Both scenarios are valid. This flexibility reinforces inclusivity, strengthens methodological rigor, and ensures that evaluations remain practical, context-appropriate, and responsive within dynamic humanitarian environments.

Photo credit: UN Women

Planning feminist evaluations in crisis settings

3. Planning feminist evaluations in crisis settings

Planning a feminist evaluation in crisis settings demands flexibility, responsiveness, and an unwavering commitment to feminist values, even as resources and time may be severely constrained. Evaluation commissioners should play a critical role in ensuring the process is grounded in equity, intersectionality, and adaptive responsiveness, from initial scoping through terms of reference development.

This section provides guidance to evaluation commissioners on how to rapidly and collaboratively plan a feminist evaluation in crisis settings - from early planning and stakeholder engagement to embedding adaptive structures and building crisis-sensitive evaluation questions. It outlines practical steps for assembling an inclusive, context-aware evaluation team, ensuring that the evaluation remains participatory and responsive to evolving needs.

3.1 Initiate rapid and inclusive planning amidst crisis response

- **Begin planning alongside crisis response design**: Initiate evaluation planning early - even in parallel with implementation or rapid response efforts. Convene quick "planning huddles" with implementing and local partners to align on urgent evaluation needs, timelines, and priority outcomes, ensuring that those closest to the crisis shape the agenda.
- **Identify available resources and constraints**: Rapidly assess human and financial resources and decide on the evaluation type - formative to adapt crisis responses, developmental for evolving programs, or summative for overall achievements. This may involve trading breadth for depth or focusing on key learning questions central to gender and equity.
- **Allocate resources for crisis-sensitive participation**: Ensure that budgets and timelines account for the extra support needed to run participatory methodologies adapted to crisis settings, while addressing safety risks, limited access, and trauma. Support may involve remote consultations, translation help, or psychosocial assistance so that everyone can participate meaningfully and safely.
- **Embed transformative flexibility**:[30] Recognize that priorities and resource needs will shift as crises evolve, and that those closest to the crisis context are best positioned to understand real-time community needs. Build flexibility into planning and resource allocation so partners can rapidly adjust timelines, budgets, methods, and engagement approaches as conditions change. This acknowledges that the impacts of a crisis unfold over time and ensures that evaluation remains responsiveand grounded in lived realities, without being constrained by rigid plans or fixed allocations.

3.2 Engage key evaluation users and understand priorities

- **Rapidly identify and map evaluation users**: Map the key users of the evaluation whose perspectives are critical, as early as possible. Identify (and wherever possible co-define with these stakeholders) what they need to learn from the evaluation and how findings will support urgent course correction and accountability within crisis

[30] Global Fund for Women. (2024). *A blueprint for feminist crisis response*. Feminist Alchemy. **https://www.globalfundforwomen.org/wp-content/uploads/2024/08/A-Blueprint-for-Feminist-Crisis-Response_9-07-2024.pdf**

response efforts. Ask: *Who should be involved in setting the evaluation priorities? Is the process inclusive? Have those who influence or are affected by the programme been appropriately consulted?*[31]

- **Engage stakeholders early, even virtually**: Explore early opportunities to engage key evaluation users in the evaluation planning phase, to harvest their evaluation ideas and priorities, When in-person stakeholder engagement is not possible due to safety or access constraints, deploy innovative outreach methods such as phone calls, digital platforms, or collaboration with trusted local intermediaries. Make every effort to ensure timely input from women, girls, and other structurally excluded groups, while recognising that crisis conditions may at times limit the extent of their participation.

3.3 Establish adaptive governance structures to navigate crisis complexity

- **Set up flexible and responsive governance**: Establish evaluation governance structures that actively uphold feminist principles, foster inclusive participation, and adapt swiftly to changing crisis conditions.
    - Form an *evaluation steering committee* or advisory group representing key stakeholders and local actors but recognize that membership and engagement may need to be fluid, with remote or rolling participation to adapt to crisis dynamics. The evaluation steering committee would be responsible for overall evaluation process, ensuring broad stakeholder representation, guiding strategic decisions, facilitating access to diverse perspectives, and promoting ownership and use of findings.
    - Additionally, establish a dedicated *gender working* to maintain a clear feminist lens throughout the evaluation. This group would provide specialized guidance on integrating feminist principles, developing gender-transformative evaluation questions, reviewing data collection and analysis for intersectional gender impacts, and ensuring that power dynamics and marginalized voices are prioritized in the evaluation process.

A proposed membership structure for the evaluation steering committee and gender working group is outlined in **Section 9.1**.

- **Distribute power and facilitate feedback loops**: Build inclusive processes so that local users, especially marginalized groups, can influence evaluation scope, priorities, and decision-making. Within the evaluation governance structures, use horizontal communication channels (e.g., WhatsApp groups, regular virtual check-ins) and clarify how stakeholder input will shape the evaluation.
- **Ensure clarity and psychological safety**: Ensure all stakeholders clearly understand their roles within the governance structure, communicate openly without fear, and receive firm assurances that their input will not lead to any repercussions - this is especially critical in politically sensitive or high-risk crisis environments.

3.4 Develop Terms of Reference (ToR) with co-creation

- **Accelerate ToR development with partnership**: Collaborate with the steering committee, gender working group, local organizations, and affected community

[31] Adapted from International Women's Development Agency. (2017). *Feminist research framework*.

representatives - using rapid consultations, joint drafting sessions, and context-appropriate methods.

- **Focus ToR on crisis-relevant feminist priorities**: Clearly define the purpose, objectives, and scope of the evaluation in direct relation to the crisis context and the transformational change ambitions - such as power-shifting, equity, and addressing intersectionality. Ensure these elements reflect the learning needs and priorities of those most impacted, moving beyond compliance to actively inform crisis response, strengthen local agency, and advance gender-equality outcomes.
- **Allow room for iteration and emergent priorities**: Recognize that crisis conditions may shift, requiring changes to the ToR or evaluation focus. Build in review points and fast feedback mechanisms.

3.5 Frame evaluation questions with a feminist and crisis-sensitive lens

- **Anchor evaluation questions in feminist principles**: Co-create evaluation questions with key stakeholders - including local WROs/WLOs, programme implementers, and, as crisis conditions allow, affected community members. Ensure the questions explicitly address gender equality, power dynamics, and structural barriers in the crisis context.
- **Use and adapt evaluation criteria**: Draw on Organization for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) evaluation criteria[32] where useful (see more in **Box 1** below), while ensuring that feminist principles of learning, participation, and co-creation remain central to the process. The evaluation questions may be further refined during the design phase, informed by inputs from stakeholders - including local actors, WROs/WLOs, and community members - as well as evolving needs and contextual shifts.

Section 9.2 presents the feminist evaluation question bank, drawing on existing feminist evaluation guidance[33,34] and offering adaptable questions that examine power, voice, participation, and other core feminist principles.

Toolbox: Evaluation Criteria and Questions

The OECD-DAC evaluation criteria remain the global standard for assessing development and humanitarian assistance, covering effectiveness, relevance, efficiency, impact, sustainability, and coherence. In humanitarian settings, evaluators commonly rely on the Active Learning Network for Accountability and Performance (ALNAP)[35] interpretation of these criteria, which adapts the OECD-DAC criteria for crisis contexts by emphasising effectiveness, relevance/appropriateness, efficiency, impact, coverage, coherence, and connectedness.

[32] Organisation for Economic Co-operation and Development. (2019). *Better criteria for better evaluation: Revised evaluation criteria definitions and principles for use*. OECD. **https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf**
[33] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**
[34] Bardasi, E., & Garcia, G. (2016). Integrating gender into IEG evaluation work. International Bank for Reconstruction and Development / The World Bank Group.
[35] ALNAP. (2006). *Evaluating humanitarian action using the OECD-DAC criteria*. ALNAP. **https://alnap.org/help-library/resources/evaluating-humanitarian-action-using-the-oecd-dac-criteria/**

Coverage is especially important in crises, where the most vulnerable populations often live in hard-to-reach or insecure areas. It helps assess whether interventions are reaching the right people, sectors, and locations, and whether resources are allocated equitably. *Connectedness* focuses on how humanitarian interventions link to recovery and longer-term development pathways - critical in contexts where sustainability may be difficult to achieve but where continuity across phases of response still matters. While the evaluation questions may draw on these criteria, it is essential that they embed explicit attention to gender equality, power relations, and intersectionality within the emergency context. This will ensure that the evaluation remains grounded in feminist principles and responsive to the lived realities of those most affected.

3.6 Assemble a crisis-sensitive evaluation team

- **Balance expertise with practical flexibility**: Set clear but flexible qualification criteria within job descriptions to attract a capable pool of candidates without unnecessarily narrowing options - maintaining alignment with the evaluation's feminist, participatory, and crisis-responsive aims.

  Section 9.3 presents a master list of qualifications for the evaluation team, which can be used to develop job descriptions for individual team members.

- **Build a team with appropriate skills and crisis-sensitivity**: Prioritize building evaluation teams with strong local expertise and feminist perspectives rooted in the lived realities of crisis-affected communities. Actively engaging local feminist researchers, evaluators, and grassroots organisations enhances cultural relevance, strengthens feminist analysis, and produces more credible and participatory evaluations. Doing so also challenges entrenched power asymmetries by recognising local actors not as "risks" but as essential partners. [36]

- **Recruit team members reflecting diverse identities**: Deliberately include different genders, languages, religions, cultures, ages, and other "*differences that make a difference*" in developing qualification requirements. Select evaluators whose identities and lived experiences resonate with marginalized and affected populations - such as women, ethnic minorities, persons with disabilities, and other excluded groups - to foster trust and enable meaningful participation.

- **Ensure language and crisis-sensitive engagement**: Confirm team members possess the necessary language skills and social sensitivity to engage stakeholders safely and effectively, which is especially critical in crisis environments.

[36] Global Fund for Women. (2024). *A blueprint for feminist crisis response*. Feminist Alchemy. **https://www.globalfundforwomen.org/wp-content/uploads/2024/08/A-Blueprint-for-Feminist-Crisis-Response_9-07-2024.pdf**

Photo credit: Oxfam

Designing feminist evaluations for crisis contexts

4. Designing feminist evaluations for crisis contexts

Designing a feminist evaluation in crisis settings means centring core principles - equity, intersectionality, power-shifting, and care - from the very beginning. It requires grounding every decision in the lived realities and priorities of those most affected, especially women, girls, and marginalized groups.

Following the preparation of the ToR and the mobilisation of the evaluation team, this section guides evaluators on how to embed feminist principles into their design choices - by mapping intersecting vulnerabilities, engaging local actors, using power-aware frameworks, treating community voices as evidence, and developing inclusive sampling strategies. While recognising the challenges of conducting evaluations in volatile, resource-constrained environments, these practices are aimed to help evaluations support transformational change for women, girls, and other marginalised groups.

4.1 Assess crisis dynamics and identify marginalized stakeholders

- **Start with a crisis scan**: Begin by carefully mapping the type and characteristics of the crisis - whether it is armed conflict, displacement, a natural disaster, an epidemic, or a combination. Understand how a given crisis impacts various groups differently, with a particular focus on how women, girls, and other marginalized populations experience these crises uniquely. This detailed understanding lays the foundation for designing a targeted and relevant evaluation.

  The crisis scan template provided in **Section 9.4**[37] offers a structured approach for conducting rapid, reflective crisis analyses through a feminist lens.

- **Map stakeholder and power dynamics**: Map all key actors in the crisis ecosystem, including affected communities, local feminist groups, national movements, international non-governmental organisations (INGOs), United Nations (UN) agencies, and donors. Identify power dynamics, resource flows, and decision-making structures, highlighting who holds influence and who is excluded. Recognise that relevant stakeholders include all those who influence or are affected by the programme[38]. Ask:
  - *Who currently makes decisions and who benefits?*
  - *Who else should or could have been included?*
  - *Which groups were unintentionally left out?*
  - *What social, economic, cultural, or logistical barriers prevented some groups from participating or fully benefiting from the intervention*?

  The Social Relations Approach (SRA) may also be adapted to map gendered power relations in crisis settings (see **Box 3** below).

[37] Draws from Oxfam. (2007). *The good enough guide: Impact measurement and accountability in emergencies*
[38] As highlighted in Bardasi, E., & Garcia, G. (2016). *Integrating gender into IEG evaluation work*. International Bank for Reconstruction and Development / The World Bank Group.

Toolbox: Social Relations Approach (SRA) for analysing gendered power relations[39,40]

The SRA provides a framework to analyse how institutions - such as the family, community, market, and state - shape gendered power relations and access to resources during crises. It examines how **rules** (how things get done), **activities** (what is done), **resources** (what is used or produced), **people** (roles, responsibilities, and who is included or excluded), and **power** (who decides and whose interests are prioritized) reproduce inequalities. SRA acknowledges individuals' contexts through analysis of these institutions, focusing on power relations rather than the roles and responsibilities of women alone. It emphasizes listening to participants about what they consider empowering and what signifies meaningful change, recognizing the sources of structural imbalances.

Incorporating SRA at the evaluation design stage can help evaluators develop questions, indicators, and tools that capture structural drivers of inequity, ensuring the evaluation reflects the lived experiences of women, girls, and other marginalized groups and generates actionable, gender-transformative insights. Furthermore, SRA can be applied in subsequent stages of the evaluation to enable intersectional analysis and deepen understanding of how overlapping inequalities affect different groups within the crisis context.

- **Engage actively with local actors**: Engage WROs and WLOs from the outset to anchor the evaluation in local realities. Draw on their contextual knowledge and first-responder experience to identify the most affected and hard-to-reach groups, surface priority issues, and ensure the evaluation remains relevant and responsive to community needs.[41]
- **Anticipate and design for access and logistical constraints:** Recognize that hard-to-reach areas, movement restrictions, and volatile security conditions can limit field access and affect data quality. These constraints may also restrict participation - particularly for women, girls, and marginalized groups whose voices are already more difficult to reach.[42] Plan proactively for how these constraints may influence power dynamics, participation patterns, and data validity. Develop multiple design scenarios for fieldwork, outlining alternative pathways for safe data collection depending on access, security conditions, and community availability. Build methodological flexibility into the design by incorporating mixed methods, potential remote or hybrid data-collection options, locally led teams (including women-led groups), and strong triangulation strategies to maintain rigor even when mobility is limited.

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[39] Bowman, K., & Sweetman, C. (2014). Introduction to gender, monitoring, evaluation and learning. *Gender & Development, 22*(2), 201–212. **https://doi.org/10.1080/13552074.2014.934525**.

[40] Wyatt, A., Podems, D., Durieux, M., & Evans, K. (2021). *Feminist approaches to monitoring, evaluation & learning: Overview of current practices*. Equality Fund & Genesis Analytics. **https://equalityfund.ca/wp-content/uploads/2021/09/Feminist-MEL-Research-Overview-Paper-FINAL-1.pdf**

[41] Global Fund for Women. (2024). *A blueprint for feminist crisis response*. Feminist Alchemy. **https://www.globalfundforwomen.org/wp-content/uploads/2024/08/A-Blueprint-for-Feminist-Crisis-Response_9-07-2024.pdf**

[42] United Nations Population Fund. (2024). *Guidance on humanitarian evaluations: Compendium to the evaluation handbook*. Independent Evaluation Office, UNFPA. **https://www.unfpa.org/sites/default/files/admin-resource/Guidance%20on%20humanitarian%20evaluations%20-%20Compendium%20to%20the%20Evaluation%20Handbook.pdf**

4.2 Embed feminist framing to address power in crisis settings

- **Prioritise intersectionality**: Recognize that "women" is not a homogeneous category. Within the evaluation design, it is essential to explore intersecting vulnerabilities such as refugee status, disability, age (e.g., adolescent girls), sexual orientation, gender identity, and other social markers. This ensures that the evaluation captures the layered experiences of diverse groups rather than treating them as a monolithic population.
- **Move beyond gender as a checkbox**: Embedding feminist framing means moving beyond treating "gender" as a simple checkbox or variable. Instead, design evaluations that actively surface power relations, foreground lived experiences, and foster empowerment across multiple social levels. Build this framing in from the start - into evaluation questions, indicators, and data collection tools - so that findings reveal structural inequalities and amplify marginalized voices. Ask and examine how gendered realities shape access, agency, and outcomes in crises, rather than simply recording male/female participation.
- **Value subjectivity as evidence**: Treat narratives, personal testimonies, and stories as central data, not merely anecdotal or supplementary. In crises - when conventional data systems are often disrupted, delayed, or unable to capture fast-changing realities - these subjective accounts become even more vital. They reveal how people experience the crisis, exposing hidden impacts, shifting gender roles, coping strategies, and power dynamics that numbers alone cannot capture. Far from being "soft" evidence, these voices provide essential insights that complement and enrich quantitative data, ensuring that no critical dimension of lived experience is overlooked. Build processes that deliberately seek out and document these perspectives. By doing so, evaluations can not only reflect lived realities but also generate timely, actionable insights to guide crisis response and recovery efforts.

4.3 Engage marginalised communities in evaluation design

- **Ground participatory efforts in local knowledge**: Actively centre evaluations on the knowledge systems of affected communities. Incorporate indigenous or locally situated epistemologies whenever feasible, transferring authority and tailoring methods to cultural norms and community priorities.

Case Study: Grounding crisis evaluations in indigenous knowledge

A 2022 UN Women evaluation on gender inequality and community resilience[43] in the Solomon Islands, conducted in the context of climate change–induced natural disasters, applied indigenous methodologies as a central design choice. The evaluation used *Tok Stori*, a Melanesian approach that shaped evaluator-participant relationships, question design, and ethical practices, creating dialogue grounded in reciprocity and respect. By centring this method, evaluators transferred authority to local knowledge-holders, ensuring methodological fit with cultural norms and resonance with community realities. In doing so, the evaluation advanced feminist goals of power-shifting and recognition of local agency in crisis contexts.

[43] Chan-Tung, A. and Hortle, R. (2022) *Final Evaluation of Gender Inequality of Risk and Promoting Community Resilience Project in Solomon Islands: Final Report*, report to UN Women Fiji Multi Country Office, Sustineo.

Lesson: Grounding evaluations in local epistemologies strengthens both inclusivity and the quality of evidence, especially where external methods may fail to capture lived experiences of crisis.

- **Co-create with communities**: Work collaboratively with women, girls, and marginalized groups - alongside local leaders and rights organizations - throughout the evaluation. From framing questions and selecting methods to designing tools, interpreting data, and applying findings, aim to ensure that their priorities and perspectives meaningfully inform the evaluation process, even if full participation is limited in certain stages in a crisis setting. Draw on lessons and practices from participatory research (including Feminist Participatory Action Research; see below), to guide meaningful engagement, build trust in volatile contexts, and generate findings that are both credible and transformative in crisis response and recovery.

Toolbox: Feminist Participatory Action Research (FPAR) for co-creation[44]

FPAR is a participatory, action-oriented research approach that integrates feminist perspectives, centring women's experiences and voices in both theory and practice. It involves the community in all stages of the research process - identifying problems, choosing methods, collecting and analysing data, and deciding how findings are used. Methods are flexible and community-led, and may include focus group discussions, personal narratives, cognitive mapping of problems, power mapping, or community mapping. FPAR prioritizes free, prior, and informed consent, safety, care, and solidarity, and aims to build capacity among all participants while shifting power imbalances between researchers and communities.

In the context of evaluations in crisis settings, FPAR principles can be adapted to help uncover structural barriers, capture lived experiences and co-create actionable solutions by actively involving women and other marginalized groups as partners throughout the evaluation process. While full implementation may be challenging due to security, access, or resource constraints, FPAR principles can be innovatively tailored or modified - for example, by applying them in specific evaluation phases, using remote or digital engagement methods, working with local intermediaries or community focal points, or focusing on smaller, safe participatory activities - to still generate meaningful insights and support gender-transformative outcomes.

- **Emphasize participation as empowerment**: Strive to engage women, girls, and marginalized groups in ways that meaningfully shape the evaluation process. Recognize that, given crisis constraints, full participation may challenging at every stage, but efforts should be made to maximize their involvement wherever possible. Given the varying levels of access in crisis settings, dedicate adequate time during the design phase to reflect on who may be excluded and how to enable their full participation. To support this inclusive engagement, the Responsible–Accountable–Consulted–Informed (RACI) framework can be adapted to map how different stakeholders participate throughout the evaluation process, while also highlighting gaps in stakeholder engagement at specific evaluation steps/stages (see below).

[44] Wyatt, A., Podems, D., Durieux, M., & Evans, K. (2021). *Feminist approaches to monitoring, evaluation & learning: Overview of current practices*. Equality Fund & Genesis Analytics. **https://equalityfund.ca/wp-content/uploads/2021/09/Feminist-MEL-Research-Overview-Paper-FINAL-1.pdf**

Toolbox: The RACI approach to stakeholder engagement[45]

In a multi-stakeholder setting, the RACI approach clarifies who is responsible for carrying out tasks, who is accountable for decisions, whose expertise is actively consulted, and who is kept informed.

RACI Definitions

- **Responsible:** Those who carry out the work to complete the step or action.
- **Accountable:** Those ultimately answerable for the correct and thorough completion of the deliverable or task, who ensure prerequisites are met, and who delegate work to those responsible. The accountable person/group must approve the work of the responsible person/group.
- **Consulted:** Those whose input and advice are sought to inform the completion of steps or actions.
- **Informed:** Those who are kept up to date on progress, often only upon completion of the task or deliverable, with whom communication is one-way.

When applied to a feminist evaluation, this approach can help ensure that WROs, WLOs, and community members are meaningfully involved, while also making power dynamics and equity considerations visible. It highlights who is actively engaged versus those who are excluded or only minimally consulted, helping to identify and address gaps in participation.

The RACI template in **Section 9.5** offers a structured approach to map stakeholders across the four categories at each step of the evaluation.

4.4 Build inclusive sampling strategies to reach crisis-affected groups

- **Centre marginalized voices**: Prioritize women, girls, and other underrepresented groups when designing sampling strategies. Purposively include populations who may be excluded due to mobility restrictions, safety concerns, or social stigma, ensuring their experiences, challenges, and needs directly shape evaluation findings.
- **Use community-guided sampling approaches**: Security and resource limitations in crisis settings require flexible sampling methods. Engage community members as partners in guiding recruitment to enhance representativeness and credibility. Use flexible, rights-holder-driven methods - such as snowball or respondent-driven sampling[46] (see **Section 9.6** for more details) - to reach hard-to-access populations, while reducing bias through randomized recruitment paths and iterative engagement.

Case Study: Expanding access to crisis-affected populations through participatory sampling

In the Central Sahel, a 2023 evaluation of UNHCR responses to multiple emergencies in Burkina Faso, Niger, and Mali[47] applied **Respondent-Driven Sampling (RDS)** to engage

[45] Cabanillas, C., Resinas, M., & Ruiz-Cortés, A. (2017). *A template-based approach for responsibility management in business process models*. Information Systems, 67, 1-23. **https://doi.org/10.1016/j.is.2017.10.002**

[46] Frost, S. D. W., Petersen, M., & Andersson, N. (2022). *Respondent-driven sampling: A sampling method for hard-to-reach populations and beyond*. Current Epidemiology Reports, *9*(4), 227-235. **https://doi.org/10.1007/s40471-022-00287-8**

[47] Harvard Humanitarian Initiative & Brigham and Women's Physicians Organization. (2023). *Evaluation of UNHCR's response to multiple emergencies in the Central Sahel region: Burkina Faso, Niger, Mali*. UNHCR. **https://reliefweb.int/report/burkina-faso/evaluation-unhcrs-response-multiple-emergencies-central-sahel-region-burkina-faso-niger-mali**.

forcibly displaced populations. Initial participants, called “seeds,” were identified, screened, and selected at six study sites based on their ability to recruit diverse peers within their social networks who met eligibility criteria. The sample was then expanded via a **chain-referral method**, with participants recruiting eligible peers through coupons. By carefully mapping and understanding social networks, the evaluation mitigated biases linked to initial seed selection and ensured broader representation across crisis contexts in multiple geographies. This participatory, rights-holder-driven approach exemplifies the feminist principles of inclusivity, prioritizing the voices and agency of marginalized populations even in volatile, high-risk contexts.

Lesson: Embedding participatory, network-informed methods in evaluation design strengthens the ethical and methodological integrity of the study. By centring marginalized populations in sampling strategies, evaluations can enhance data credibility, reduce biases, and ensure that the perspectives of often-overlooked groups are meaningfully included.

Photo credit: CARE

Implementing feminist methods and tools in crisis contexts

5. Implementing feminist methods and tools in crisis settings

Implementing feminist evaluation methods and tools in crisis contexts requires strategies that prioritize inclusivity, local knowledge, and meaningful participation, while addressing the unique risks and constraints of emergencies. There is value in embedding feminist principles, such as amplifying marginalized voices and shifting who holds knowledge and authority.

This section highlights methods and tools for amplifying the voices of women, girls, and marginalized groups in crisis settings - capturing lived experiences, resilience, and locally grounded change. It outlines participatory and arts-based methods, child- and youth-centred tools, and safe data collection practices that enable communities to lead the narration of their experiences. It also covers participant-driven exercises for capturing complex change - such as Most Significant Change, Outcome Harvesting, and Outcome Mapping - showing how combining methods can generate inclusive, credible, and actionable insights. Not all methods and tools may be feasible in every crisis context, and they may need to be adapted or used alongside other methods.

5.1 Use arts-based and participatory tools to amplify voices in crisis

- **Use creative participatory tools**: Use flexible, creative, and participatory methods in crisis settings, recognizing that rigid, standardized tools may not fully capture lived realities - particularly for participants experiencing trauma, low literacy, or mistrust of formal processes. Apply approaches such as storytelling, visual arts, participatory video, drama, community mapping, photo walks, story cards, drawing, and oral histories to create accessible, culturally grounded avenues for expression. At the same time, recognise that time, security, and resource constraints in crisis settings may shape how these activities unfold - requiring creative, context-driven adaptations that prioritise what is safest, most feasible, and most responsive.

Section 9.7 presents a list of art-based and participatory methods and how they can be used in crises to amplify diverse voices and drive transformative change.

- **Invest in different forms of storytelling:** Position affected communities as central storytellers[48] to counter reductive, externally shaped narratives. Go beyond conventional written reports and recognise diverse forms of knowledge - including lived experience - as valid evidence. Invest in community-led storytelling practices to ensure that evaluations reflect needs defined by affected communities rather than external assumptions.

Case Study: Leveraging participatory video to capture lived experience

The 2019 Community Action on Zika (CAZ) evaluation in Honduras and Colombia[49] employed **participatory video** to capture community experiences and project outcomes. Using the "Our Story" mobile app alongside timelines, photo walks, and story cards, the

[48] Women's Refugee Commission. (2022). *Toward feminist and place-based responses to crises and forced displacement*. **https://www.womensrefugeecommission.org/wp-content/uploads/2022/03/Toward-feminist-place-based-responses.pdf**

[49] International Federation of Red Cross and Red Crescent Societies (IFRC). (2019*). Community action on Zika project in Honduras and Colombia: Participatory video evaluation report*.

evaluation assessed OECD/DAC criteria through the lens of lived experience rather than solely external judgment.

The evaluation aimed to understand community engagement in CAZ activities and capture behavioural changes resulting from the project. Community volunteers participated in pilot trainings in both countries and accompanied field teams and build broader capacity in using mobile video applications for community feedback.

Data collection involved communities of Ondas del Caribe (Magdalena Department, Colombia) and Kilómetro 86 (Cortez Department, Honduras) co-creating narratives via participatory video approaches. The process unfolded in three phases: piloting story cards with localized DAC-related questions; exploring the 5 W's (Who, Where, When, What, Why) and generating recommendations; and tagging stories in the Our Story app by DAC criteria, enabling men, women, and youth to categorize their narratives.

This approach engaged communities directly in collecting and narrating their own experiences, ensuring that insights were captured creatively, authentically, and in ways that resonated with local realities during the Zika public health emergency.

Lesson: In crisis contexts, creative, context-sensitive participatory methods empower communities to share their experiences meaningfully, strengthen the credibility of data, and ensure that diverse voices - including women, youth, and marginalized groups - inform evaluations and project learning.

- **Empower children and youth to lead narrations**: Use child-centred recall, drawings, and expressive arts to actively empower minors to lead the narration of their experiences, shaping what and how their stories are told without adult framing. Facilitate safe, supportive environments where children and youth feel comfortable expressing themselves, ensuring their voices inform analysis, interpretation, and recommendations.

Section 9.8 presents the H-assessment tool[50] that enables children and youth to reflect and share views on an initiative's strengths and challenges.

Case Study: Child-centred simulated recall in humanitarian evaluations

The 2024 UNICEF evaluations[51,52] of humanitarian programming in the context of Cyclone Freddy and the cholera outbreak applied **child-centred simulated recall** to understand the lived experiences of children affected by these crises. This approach positioned children as primary narrators of their own experiences, empowering them to recount events in their own contexts without prescriptive evaluator framing.

Accompanied by teachers, children were invited to respond to six learning questions related to the emergency response, covering safety at school and home, access to hygiene and food, psychosocial support, and school attendance. They were encouraged to respond openly and comfortably, ensuring that their voices guided the evaluation process.

[50] Draws from UK Youth. (2022). *H Assessment Tool*. **https://www.ukyouth.org/wp-content/uploads/2022/10/4.-H-assessment.pdf**

[51] UNICEF. (2024). *Final Evaluation of UNICEF's Response to the Level 2 Cholera and Cyclone Freddy Emergencies in Malawi*. UNICEF Evaluation Office, New York.

[52] UNICEF. (2024). *Final Evaluation of UNICEF's Response to the Level 2 Cholera and Cyclone Freddy Emergencies in Mozambique*. UNICEF Evaluation Office, New York.

Children also created drawings to depict their memories of Cyclone Freddy and the cholera outbreak, guiding the evaluation team through their visual narratives in a walk-through or guided tour. This simulated recall method enabled evaluators to explore experiences as they unfolded in children's own contexts, capturing authentic insights into the impacts of crises on safety, well-being, and daily life.

Lesson: In humanitarian emergencies, child-centred, participatory approaches allow children to express experiences safely and authentically, enhancing the inclusivity, relevance, and credibility of evaluations while generating insights that might be overlooked through adult-led or standardized evaluation methods.

- **Ensure safe spaces for expression**: Anticipate and mitigate risks to free expression in crisis settings by designing data collection in safe, confidential spaces. Prioritize gender-sensitive approaches, such as women-only groups or culturally safe locations, to enable women, girls, and marginalized groups to share openly. Actively foster trust and openness so participants can speak without fear of harm or reprisal, strengthening the authenticity of insights while upholding feminist commitments to voice, agency, and empowerment.

Section 9.9 presents the safe spaces for data collection checklist[53], designed to help evaluators create safe environments for data collection in crisis settings.

- **Collect and disaggregate data to reveal inequalities**: Ensure all quantitative and qualitative data is disaggregated by gender, age, disability, and other relevant social markers. This helps identify who is affected, who is benefiting, and who may be excluded, uncovering intersectional vulnerabilities and informing targeted, equitable responses. Integrate disaggregation from the design stage and use participatory methods to validate categories and findings with communities.
- **Innovatively deploy remote data collection as needed**: Adapt tools creatively to reach women and marginalized groups when remote data collection is required due to security risks, mobility constraints, or public health concerns. Use platforms accessible to marginalized groups and non-literate users, and provide necessary training and technical support. Partner with trusted community and women's organizations to extend reach and tailor approaches to the local context. Ensure strict data privacy, informed consent, and culturally sensitive protocols to protect participants in gendered risk environments.

Section 9.10 provides operational guidance for deploying remote data collection in crisis settings, while ensuring alignment with feminist evaluation principles.

5.2 Co-define change with communities amid crises

- **Co-create indicators of change with affected communities:**[54] Actively involve crisis-affected communities in defining the changes they want to see, making adjustments as needed to ensure participation remains feasible and safe in challenging conditions. Use meetings, workshops, or individual discussions - including separate sessions for women and other marginalized groups - to ask questions like, *"Imagine the programme/crisis response is finished. How will people benefit? How will it affect your life?"* Capture their responses as locally grounded indicators of change. While these may not always align

[53] Drawn from United Nations Evaluation Group. (2024). *Guidance on the integration of humanitarian principles in the evaluation of humanitarian action*.
[54] Oxfam. (2007). *The good enough guide: Impact measurement and accountability in emergencies*.

with conventional metrics, they will help ensure that crisis responses reflect community priorities and lived experiences.

- **Use participant-driven approaches to capture complex change:** Employ methods such as Outcome Harvesting, Outcome Mapping, or Most Significant Change (MSC) to identify changes that matter most to the community. These approaches reveal resilience, adaptation, and impacts that conventional metrics often miss, providing a nuanced understanding of how interventions unfold in rapidly evolving or high-risk crisis contexts.

Toolbox: Participatory exercises for capturing complex change[55]

In crisis contexts, change is often non-linear, unpredictable, and influenced by multiple factors. Feminist evaluation emphasizes centring the voices, agency, and lived experiences of marginalized groups, and participant-driven methods help communities articulate the outcomes and shifts that matter most. These participatory exercises capture real-world impacts while promoting inclusivity, power-sharing, and ethical practice.

Most Significant Change (MSC)

- Overview: MSC is a participatory storytelling approach that captures meaningful changes experienced by individuals or groups. What makes MSC unique is that it centres participants' perspectives rather than assuming which programme/intervention impacts are most important. Stakeholders are actively involved in developing, selecting, and analysing stories, making narratives themselves a critical source of data.
- Uses: MSC helps stakeholders understand what changes are happening, why they are significant, and how they are experienced by participants. It can inform programme adaptation and decision-making, including in crisis contexts where understanding the lived experiences of affected communities is essential for responsive and equitable interventions.

Outcome Harvesting (OH)

- Overview: OH is a participatory approach that identifies and documents outcomes - changes in behaviours, relationships, policies, or practices - that a programme has influenced. Outcomes are identified collaboratively by stakeholders, including rights-holders, implementing partners, local organizations, programme staff, and sometimes external actors, ensuring multiple perspectives on what has changed. OH is iterative and flexible, allowing stakeholders to discover and verify important changes, even those that were not planned or anticipated, using a structured process to gather evidence, analyse contributions, and provide a reliable record of achievements.
- Uses: OH can validate or revise a Theory of Change, monitor emerging outcomes, and inform planning for new or follow-on programmes. In crisis settings, OH may be used for tracking rapidly evolving programme impacts, documenting shifts in community behaviours or organizational practices, and providing evidence for advocacy and adaptive programme management.

Outcome Mapping (OM)

[55] For more information on these methods, please refer to Interaction. (2025). *A guide to participatory outcomes-focused monitoring with Most Significant Change, Outcome Harvesting and Outcome Mapping*. Retrieved November 16, 2025, from **https://protection.interaction.org/resources/a-guide-to-participatory-outcomes-focused-monitoring-with-most-significant-change-outcome-harvesting-and-outcome-mapping/**

- Overview: OM is a participatory method that identifies and tracks changes in the behaviours of individuals, groups, or organizations - called boundary partners - that a programme seeks to influence. Stakeholders, including rights-holders, local partners, and programme staff, collaboratively monitor these changes to understand progress and contributions. OM emphasizes participant-driven behaviour change and provides a structured framework for developing a monitoring system or Theory of Change focused on these outcomes, rather than just predefined indicators.
- Uses: OM helps track progress toward program goals from the perspective of participants. In crisis settings, it can show how communities, local organizations, or responders adopt new practices or policies, helping evaluators adjust programmes quickly and document real changes in fast-changing contexts.

- **Mix qualitative tools for comprehensive insight**: Combine participatory methods – such as MSC, case studies, storytelling, drawing, and segregated group discussions – to enrich the depth of analysis and enable triangulation of findings. Use these layered approaches to create inclusive spaces where diverse voices are heard, while capturing the complexity of protracted or acute crises.

Case Study: Capturing complex change through multi-level participatory methods during crisis

In the context of the refugee crisis in Borno State, North-East Nigeria, the 2020 CARE evaluation[56] employed a multi-tier participatory approach combining OH, OM, and MSC to capture nuanced impacts on newly displaced women, men, girls, and boys.

OH enabled the evaluation team to work backward from observed changes - such as shifts in behaviour, social dynamics, or access to services - to determine whether and how interventions contributed to these outcomes. **MSC** complemented OH by collecting stories of change directly from affected communities, allowing participants to articulate which outcomes mattered most to them. **OM** further enriched the evaluation by tracking incremental behavioural, relational, and social changes among key stakeholders, emphasizing contribution over attribution and highlighting local adaptation and resilience.

By combining these methods, the evaluation prioritized the perspectives of women, girls, and other marginalized groups, ensuring that diverse voices influenced which outcomes were recognized and validated. Iterative engagement of stakeholders in reviewing and refining findings triangulated evidence and ensured that the results reflected lived realities amidst the refugee crisis.

Lesson: Multi-tier participatory approaches in crisis contexts enable marginalized communities to surface non-linear and unexpected changes, and produce richer, more credible insights that inform responsive adaptive programming.

[56] Emenogu, A. et al. (2020). *Integrated GBV prevention and response to the emergency needs of newly displaced women, men, girls, and boys in Borno State, North-East Nigeria: Mid-term evaluation report*. CARE International.

Photo credit: UNICEF

Conducting feminist analysis in crisis evaluations

6. Conducting feminist analysis in crisis evaluations

Embedding intersectional, identity-disaggregated analysis is a key feature of feminist evaluations and essential to uncover the complex realities of marginalized populations in crisis settings. This approach goes beyond simple demographic breakdowns by recognizing that individuals and groups experience multiple, overlapping forms of discrimination and privilege simultaneously. Intersectionality acknowledges that factors such as gender, age, disability, displacement status, ethnicity, sexual orientation, and other identity markers do not operate independently but in combination, shaping unique experiences and exclusion patterns that conventional single-axis analyses often miss.

This section offers guidance on intersectional analysis methods, integrating multiple social markers - such as gender, age, and displacement status - to uncover differentiated risks and capacities within populations and reveal how systemic power structures perpetuate inequities. It also presents tools and strategies for conducting community sense-making, feedback, and validation workshops, transferring interpretative authority to communities in line with feminist principles.

6.1 Apply intersectional analysis tailored to crisis realities

- **Move beyond basic disaggregation**: In crisis settings, analysing gender alone may not capture the full picture. Where data is available, systematically disaggregate across multiple intersecting identities - such as age, disability, displacement status, ethnicity, sexual orientation, and other relevant social markers - to uncover nuanced patterns of vulnerability, resilience, and exclusion that aggregated data can obscure. Recognize that in many crises, comprehensive data may be limited, and analyses may need to rely on proxy indicators, qualitative insights, or rapid participatory assessments.
- **Apply layered intersectional frameworks**: Use these intersecting identity markers to analyse how risks, needs, and capacities vary across groups. Vulnerabilities often intensify when multiple marginalized identities intersect - for example, older displaced women with disabilities may face distinct barriers compared to young adolescent girls in similar crises. While this multi-layered lens deepens understanding of structural inequalities and crisis dynamics, its application may need to be adapted based on available data and field constraints. The Feminist Research Assessment Tool (see below) provides a practical checklist for applying this intersectional lens in research and evaluation.

Toolbox: Feminist Research Assessment Tool for intersectional analysis

The Feminist Research Assessment Tool[57] developed by the Coalition of Feminists for Social Change (COFEM) and We All Count (2024) is designed to support researchers in conducting rigorous, feminist-informed research. The tool is structured into multiple sections, covering all stages of the research process - from defining research objectives and questions, designing data collection, to analysis and dissemination. Each section provides guiding questions, checklists, and prompts to ensure that research is conducted ethically, inclusively, and with attention to power dynamics, gender equity, and intersectionality.

[57] Coalition of Feminists for Social Change (COFEM) & We All Count. (2024). *Feminist research assessment tool: Companion guide*.

Section 5: Data Analysis, specifically focuses on how data is interpreted and analysed. It prompts evaluators to reflect on whether qualitative and quantitative analyses consider the priorities and lived realities of women, girls, and marginalized communities; whether missing data and causal models are addressed in ways that amplify marginalized voices; and whether intersectional and multi-level frameworks are applied. It also encourages transparency, ensuring analytic choices are understandable to non-technical participants.

In crisis settings, this section can be particularly valuable for feminist evaluation by guiding evaluators to incorporate intersectional, multi-level perspectives and to validate findings with affected communities; while remaining quick and easy to use - the tool offers simple options to pick from, making it practical even in high-pressure or resource-constrained contexts.

- **Use disaggregated data as a power analysis tool**: Actively examine available disaggregated data to identify how social, institutional, and humanitarian responses may reinforce or challenge existing inequalities. Use these insights to adjust priorities, redesign interventions, and target support toward overlooked or marginalized populations.

Case Study: Applying intersectional analysis to inform programming in crisis contexts

The 2023 evaluation of the UNFPA and UN Women Central Emergency Response Fund (CERF) allocation[58] applied a rigorous intersectional lens to understand the compounded risks faced by adolescent girls, displaced women, and persons with disabilities in crisis-affected contexts. The evaluation systematically examined how overlapping vulnerabilities - such as age, displacement, gender, and disability - shaped protection risks, access barriers, and exposure to gender-based violence. By embedding this layered analysis into the study, evaluators were able to identify nuanced patterns of exclusion and resilience that might otherwise have been overlooked in conventional assessments.

Lesson: Integrating intersectional frameworks in crisis evaluations uncovers hidden vulnerabilities, strengthens the relevance and accuracy of findings, and ensures that policy and programming decisions are responsive to the needs of those most marginalized.

6.2 Embed feedback loops to validate findings in fluid crisis environments

- **Shift interpretive authority back to communities**:[59] Establish community validation loops where findings and interpretations are shared in accessible, culturally appropriate formats with participants - particularly women and girls - so they can confirm, challenge, or refine conclusions. In high-risk or rapidly changing contexts, where direct engagement may be limited, consider alternative approaches such as small-group discussions, mobile consultations, or digital platforms (e.g., SenseMaker™, see below) to capture local knowledge and ensure it is reflected in the analysis.

[58] Samuel Hall. (2023). *Evaluation of UNFPA/UN Women GBV two-year Central Emergency Response Fund (CERF) allocation*. UN Women and UNFPA.
[59] Equality Fund. (2024). *Feminist response to crisis*. **https://equalityfund.ca/wp-content/uploads/2024/03/Feminist-Response-to-Crisis_English.pdf**

Toolbox: SenseMaker™ for narrative data collection and interpretation[60, 61]

SenseMaker™ is a software tool for narrative research that shifts interpretative authority to research participants in three steps:

1. **Storytelling:** Participants share experiences or "stories" relevant to the evaluation.
2. **Signification:** Participants interpret the meaning of their own stories using structured visual tools (triads, dyads, multiple-choice prompts).
3. **Analysis:** The software identifies patterns across stories, revealing trends, perspectives, and insights.

SenseMaker™ captures high volumes of diverse perspectives, mitigates enumerator or decision-maker bias, identifies innovative solutions to complex problems. It detects subtle or sensitive issues, visualizes shifts in attitudes, norms, and community perspectives over time, and supports collaborative knowledge creation.

In the context of feminist evaluation in crisis settings, evaluators may consider deploying SenseMaker™ to systematically capture the lived experiences of women, girls, and other marginalized groups, enabling participants to exercise interpretive authority by coding and signifying their own stories using structured visual prompts. This approach would not only mitigate enumerator or decision-maker bias but also generate patterns and insights sharply reflective of participant perspectives and crisis realities.

- **Support inclusive sense-making** Facilitate participatory forums, storytelling circles, focus groups, visual summaries, community meetings, or remote consultations to discuss and interpret findings. Aim to capture perspectives from multiple levels, from grassroots communities to policymakers, so diverse voices inform adaptive decision-making and advocacy.

  Section 9.11 offers an adaptable protocol for conducting community validation workshops in crisis settings.[62]

- **Address power imbalances**: Conduct separate or small-group feedback sessions for different stakeholder groups - such as rights-holders and programme staff - to reduce hierarchies that could silence marginalized participants. In contexts where in-person sessions are unsafe, consider confidential surveys, phone interviews, or other indirect methods to create safer spaces for honest feedback and strengthen the credibility of findings.

Case Study: Capturing complex change through multi-level participatory methods during crisis

In the context of economic contraction, civil unrest, and the COVID-19 pandemic, the Search for Common Ground (2022)[63] evaluation of a programme to reduce violence against

[60] Cognitive Edge Ltd. & Cognitive Edge Pte. (2025). *SenseMaker®*. The Cynefin Company. **https://thecynefin.co/sensemaker/**

[61] Wyatt, A., Podems, D., Durieux, M., & Evans, K. (2021). *Feminist approaches to monitoring, evaluation & learning: Overview of current practices*. Equality Fund & Genesis Analytics. **https://equalityfund.ca/wp-content/uploads/2021/09/Feminist-MEL-Research-Overview-Paper-FINAL-1.pdf**

[62] Adapted from Banyan Global. (2017). *Annex 17: Validation workshops. Gender Analysis and Gender Equality Action Plan Toolkit.*

[63] Voluntas. (2022). *Midterm evaluation: Partners for justice - Final report*. Search for Common Ground.

women and girls in Lebanon implemented Outcome Harvesting validation workshops to ensure credible and inclusive findings. A post–data collection workshop was held in two separate sessions - one with project staff and another with rights-holders - to reduce power imbalances. Participants reviewed and refined the identified outcomes, ensuring that findings reflected both staff perspectives and community experiences. This iterative feedback process enhanced the accuracy, relevance, and credibility of the evaluation. By separating stakeholders and actively engaging rights-holders, the evaluation exemplified a feminist-aligned, participatory approach to knowledge validation in complex crisis contexts.

Lesson: In complex crisis settings with potentially heightened power imbalances, separating stakeholders and creating safe spaces for marginalized groups to validate findings strengthens the credibility of evaluation results and ensures that recommendations are relevant, inclusive, and actionable.

Photo credit: UNICEF

Upholding ethics and reflexivity in crisis evaluations

7. Upholding ethics and reflexivity in crisis-responsive feminist evaluation

Crisis contexts amplify vulnerabilities, power imbalances, and risks, making robust ethical practice essential for evaluations. Feminist-informed approaches place dignity and human rights at the core,[64] treating ethics as a dynamic, participant-centred practice that moves beyond harm-avoidance toward promoting care, autonomy, and empowerment.

Ethical practice in fragile and volatile settings requires deep sensitivity to participants' intersecting identities and lived realities. Evaluators must consider not only immediate risks such as physical harm or exploitation but also subtler threats, including traumatization, exclusion, and the reinforcement of systemic inequalities. Central to this approach is an ethic of relational care that emphasizes reciprocal, respectful engagement and affirms the agency of marginalized individuals.

This section provides practical guidance for applying feminist ethical principles across the evaluation lifecycle in crisis settings. It outlines how to anticipate and adapt to evolving risks; embed robust ethical safeguards; and design contextually appropriate tools that protect safety, dignity, and agency. It underscores the importance of strong safeguarding and survivor-centred care, crisis-sensitive data governance, and flexible, adaptive methodologies suited to volatile environments. The section also highlights reflexivity – the ongoing examination of positionality, power, and assumptions – as essential for navigating ethical dilemmas. Together, these practices ensure that feminist evaluations in emergencies minimise harm while advancing empowerment and human dignity.

Key ethical principles for feminist evaluation include:

- **Intentionality**: considering the utility and necessity of an evaluation at the outset.
- **Conflict of interest**: avoiding conflicts of interest in all aspects of work, thereby upholding the principles of independence, impartiality, credibility, honesty, integrity and accountability.
- **Interactions with participants**: engaging appropriately and respectfully with participants in evaluation processes, upholding the principles of confidentiality and anonymity and their limitations, dignity and diversity, human rights and gender equality; following privacy protocols to protect the privacy of individuals with respect to their personal information; and the avoidance of harm.
- **Evaluation processes and products**: ensuring accuracy, completeness and reliability; inclusion and non -discrimination; transparency; and fair and balanced reporting that acknowledges different perspectives
- **Discovery of wrongdoing**: reporting the discovery of any apparent misconduct to the appropriate body

Source: Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada.

[64] Global Fund for Women. (2024). *A blueprint for feminist crisis response*. Feminist Alchemy.

7.1 Design risk-responsive protocols for high-risk environments

- **Integrate risk assessment from the start**: Evaluations in crisis settings require active attention to risks that may affect both participants and evaluators. Anticipate that these risk categories can include physical risks (e.g., questions about gender norms or relationships that may expose women to partner violence), psychological risks (e.g., triggering distress when discussing sexual assault), and political, legal, or cultural risks (e.g., sensitive topics that may provoke backlash or increase surveillance). Remain alert to risks that may arise after the evaluation as well - for instance, if findings on harmful patriarchal practices generate community tensions.[65] Begin evaluation processes with a thorough risk assessment that identifies potential harms, safety concerns, and contextual sensitivities - particularly for less powerful stakeholder groups. Based on the assessed risk level, define clear ethical oversight pathways, including streamlined or enhanced review processes, realistic timelines for ethical clearance, and organisational tracking mechanisms.
- **Establish monitoring mechanisms for ongoing safety**: Safety is not a one-time check but a continuous process. Develop feedback mechanisms and monitoring systems that allow evaluators and participants to identify and address emerging risks promptly throughout the evaluation lifecycle. Operationalize daily context sensitivity by regularly reassessing risk levels and adapting practices responsively, enabling marginalized groups to participate safely while maintaining quality, rigor, and ethical integrity. This adaptive risk management approach reinforces both ethical standards and participant protection.
- **Tailor approaches to crisis contexts**: Recognize the specific risks posed by different crisis types - whether armed conflict, epidemics, or displacement - and design mitigation strategies accordingly. For example, in conflict zones, remote data collection using secure platforms may be necessary; in displacement camps, gender-segregated data collection may be essential. Crises are fluid and unpredictable. Design risk mitigation protocols that allow for agility - adjusting evaluation design and approaches as contexts shift, revisiting assumptions periodically, and engaging communities iteratively to ensure relevance, accuracy, and ethical integrity throughout the evaluation.

Section 9.10 provides practical guidance on applying remote data collection in crises while applying feminist evaluation principles.

7.2 Embed robust ethical safeguards suited to complex emergencies

- **Apply rigorous ethics governance:** Ensure that all evaluation activities undergo appropriate institutional ethics review - whether through national institutional review boards (IRBs), organisational ethics boards, or emergency expedited review mechanisms - aligned with the level of anticipated risk in crisis settings. Establish clear, documented ethical approval pathways and ensure they remain active throughout the evaluation, not limited to a one-time submission. Continuously reassess ethical considerations as contexts shift, updating protocols to address emerging risks, power imbalances, or new vulnerabilities. Strengthen evaluator and partner capacity through ongoing ethics training so that decision-making consistently reflects feminist, rights-based principles even under volatile or rapidly changing conditions.
- **Secure informed and voluntary consent**: Ensure all participants understand what data will be collected, how it will be used, and what protections exist, recognising that

[65] International Women's Development Agency. (2017). *Feminist research framework*.

vulnerabilities and power imbalances are heightened in crisis settings. Pay particular attention to those who may face barriers to informed consent - such as women with disabilities, adolescent girls, displaced populations, or those under stress or trauma. Where explicit consent is not feasible (e.g., minors or individuals with cognitive impairments), obtain consent from a guardian or representative while also ensuring the participant themselves assents to participation.[66] Use accessible, culturally appropriate, and trauma-sensitive communication methods - visual aids, simplified text, oral consent, or consent reaffirmation at multiple stages - to enable genuine understanding and agency.

- **Safeguard participant privacy through proactive, adaptive strategies**: Conduct interviews or discussions in safe, discreet spaces where participants can speak freely and without intimidation from partners, family members, community authorities, or armed actors. In highly volatile contexts, use remote, encrypted tools - secure audio calls, asynchronous voice notes, or text-based communication - that allow participants to choose the safest moment and format for engagement. In volatile settings, consider employing neutral or coded study names (e.g., "community wellbeing study" instead of "GBV evaluation") on all materials and ensure enumerators do not carry documents that reveal sensitive topics. [67] Continuously assess whether privacy conditions remain safe, adapting the mode of engagement when risks increase. The potential risks to rights-holders, stakeholders, and evaluators should be carefully balanced against the value and necessity of the data being collected.[68] Incorporate feminist practices such as giving participants control over where, when, and how the interaction takes place, and providing them with "stop/skip" options during interviews to reinforce autonomy and reduce pressure.

  Section 9.9 presents the safe spaces for data collection checklist[69], designed to help evaluators ensure safe and ethical data collection in crisis settings.

- **Protect anonymity through robust, crisis-sensitive data governance**: Establish strong data governance systems tailored to crisis settings that safeguard participant identity, confidentiality, and data integrity from collection to reporting. Use strict de-identification procedures to remove personal attributes, contextual clues, and metadata that could place participants at risk - especially in environments with surveillance, conflict, or heightened social scrutiny. Store all data securely using encrypted devices or password-protected systems, restrict access to essential team members only, and avoid carrying notes or devices that could expose identities if lost or seized.

  Adopt innovative anonymity practices such as co-designing safe categories with participants (including participant-chosen pseudonyms) and masking sensitive locations. Ensure that all data handling complies with legal and ethical standards, including informed-consent and withdrawal rights, and proactively manage risks linked to digital security and potential re-traumatization. Invest in ongoing training and capacity development so evaluators and partners can uphold these standards effectively in complex, high-risk environments.

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[66] International Women's Development Agency. (2017). *Feminist research framework*.
[67] Ibid.
[68] United Nations Population Fund. (2024). *Guidance on humanitarian evaluations: Compendium to the evaluation handbook*. Independent Evaluation Office, UNFPA. https://www.unfpa.org/sites/default/files/admin-resource/Guidance%20on%20humanitarian%20evaluations%20-%20Compendium%20to%20the%20Evaluation%20Handbook.pdf
[69] Drawn from United Nations Evaluation Group. (2024). *Guidance on the integration of humanitarian principles in the evaluation of humanitarian action*.

Case Study: Multi-layered ethical and data governance review during crises

The 2023 evaluation of UNHCR humanitarian programming in the context of forced displacement and multiple emergencies in Burkina Faso, Niger, and Mali[70] implemented a rigorous, multi-layered approach to ethics and data security. The evaluation underwent review by both an institutional ethics committee and an information security office, extending oversight beyond participant welfare to systematically address privacy, information protection, and security risks.

This dual review process ensured that all data handling and research activities were responsive to the complex, high-risk humanitarian environment. By integrating ethics and information governance into the evaluation, UNHCR safeguarded both participants and sensitive information, mitigating potential harm in fragile and conflict-affected contexts.

Lesson: Embedding multi-tier ethical and data governance frameworks in high-risk contexts strengthens participant protection, ensures responsible information management, and operationalizes feminist evaluation principles by safeguarding both people and data.

7.3 Apply 'Do No Harm' principles

- **Develop comprehensive safety protocols:** Embed the "Do No Harm" ethos throughout all stages of the evaluation. Continuously anticipate and actively mitigate potential physical, psychological, social, or cultural harm (including emotional distress, feelings of shame or exposure, breaches of privacy, loss of dignity, disappointment or unmet expectations, stigmatization, and threats to personal safety[71]). Also monitor the political and social environment, as shifting dynamics can endanger participants before, during, or after the evaluation.
- **Ensure harm mitigation for marginalised groups**: Ensure particular attention to women, girls, and other marginalized groups when employing Do No Harm principles. Assess whether identifying or engaging certain populations - such as LGBTQI+ individuals, women in restrictive gender environments, or marginalized groups in tension with host communities - could lead to backlash, increased surveillance, or social exclusion. [72] In close consultation with affected groups and local actors, adapt engagement strategies to eliminate or minimize these risks.
- **Integrate safeguarding with care:** Embed strong, survivor-centred safeguarding procedures throughout all engagement. Ensure facilitators are prepared to respond appropriately to distress or disclosures of harm by providing immediate information on available protection and psychosocial support services. Facilitators should not prompt disclosures or investigate individual incidents; instead, any sensitive situation should be handled confidentially and only through informed-consent–based referral to qualified service providers.[73] Maintain up-to-date referral pathways and equip teams with clear guidance on how to offer support without overstepping their role.

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[70] Harvard Humanitarian Initiative & Brigham and Women's Physicians Organization. (2023). *Evaluation of UNHCR's response to multiple emergencies in the Central Sahel region: Burkina Faso, Niger, Mali*. UNHCR.
[71] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**
[72] Ibid.
[73] UNHCR. (2025). *Toolkit for participatory assessments: Practical guide*. **https://www.unhcr.org/sites/default/files/2025-02/practical-guide-for-participatory-assessments-en.pdf**

Case Study: Operationalizing safeguarding and care in crisis evaluations

The 2023 Plan International evaluation on adolescent girls' continued access to education during the COVID-19 pandemic, conducted across Egypt, Uganda, Rwanda, Zimbabwe, and Zambia[74], implemented robust on-site safeguarding mechanisms throughout data collection. The evaluation integrated referral systems that ensured adolescent girls could immediately access support and referral pathways whenever child protection concerns arose. This approach operationalized feminist ethics by actively protecting participants, prioritizing their safety, and upholding their right to care and support.

Lesson: Embedding actionable safeguarding systems within evaluation design ensures that ethical commitments go beyond theory, actively protecting participants and supporting their well-being in crisis contexts.

7.4 Maintain reflexive practice

- **Continuously examine power and positionality**: Regularly and critically reflect on how your own identity, assumptions, and social position shape every stage of the evaluation - from design to data interpretation. Treat reflexivity as an ongoing practice, not a one-time exercise, to surface biases, minimise harm, and strengthen ethical, inclusive engagement. Equally important is examining power dynamics: between evaluators and participants; among participants themselves (both individuals and organisations); between those who participate and those who cannot or choose not to; and among other actors working within the same community or national context. [75] Understanding these layers of power helps ensure that evaluation processes remain respectful, equitable, and grounded in feminist principles.
- **Embed reflexivity into all evaluation phases**: Make reflexive practice an explicit, documented component within evaluation design, data collection, analysis, and reporting. Actively note and discuss moments of tension, bias, or ethical uncertainty. Use tools like reflective journals, peer debriefing, and feedback loops to systematically capture insights and adjustments - strengthening rigor, transparency, and feminist accountability.

Section 9.12 presents the reflexivity checklist[76] which supports evaluators in documenting positionality, power dynamics, and biases throughout the evaluation.

- **Engage collaboratively in reflexive spaces**: Schedule regular reflexive sessions with community members, evaluators, and stakeholders to co-examine power relations, ethical challenges, and emerging dilemmas. Capture insights from these sessions to directly inform methodological adjustments and decision-making. This collective reflexivity deepens feminist accountability, enriching interpretations and fostering trust.

[74] Plan International. (2023). MEESA report: *An evaluation of adolescent girls and young women's continued access to education during COVID-19 in the Middle East, East, and Southern Africa* (March 2020–March 2021).
[75] International Women's Development Agency. (2017). *Feminist research framework*.
[76] Draws from Active Learning Network for Accountability and Performance. (2016). *Evaluation of Humanitarian Action (EHA) guide.*

Photo credit: UN Women

Disseminating feminist evaluation findings in crisis contexts

8. Disseminating feminist evaluation findings in crisis contexts

Disseminating feminist evaluation findings in crisis contexts requires intentional strategies that make evidence accessible, actionable, and mobilizing for diverse stakeholders - from affected communities to WROs and WLOs, humanitarian actors, and policymakers. Dissemination should be viewed as an active engagement process, ensuring that feminist evaluation evidence shapes decisions, challenges power dynamics, and supports transformational change. This section outlines practical approaches for sharing evaluation findings creatively, and strategically to ensure they inform crisis response, accountability, and long-term gender justice efforts.

8.1 Tailor dissemination for diverse audiences and power dynamics

- **Map stakeholders and potential users of evidence**: Begin with a rapid stakeholder analysis to identify who will use the evaluation, how, and with what decision-making power.[77] Gather information needs of community leaders, WROs/WLOs, responders, donors, local authorities, and coordination bodies. Ensure that the mapping includes stakeholders with the capacity to act on findings - or who should have that capacity but are currently excluded. [78]
- **Adapt dissemination products and channels for each stakeholder group**: Adapt evaluation findings to the needs, languages, and decision-making roles of each stakeholder group, ensuring they are actionable, accessible, and timely - particularly critical in crisis contexts.[79,80] Key audiences in crisis evaluations and the dissemination products tailored to them may include: [81]
    - **Crisis affected communities:** Bilingual briefs, visual explainers, infographics, audio summaries, photo storyboards, radio messages – designed to help affected communities, women's groups, and local networks understand and respond to evaluation findings.
    - **Responders and implementers:** Rapid decision memos, operational briefs, slide decks, and data snapshots – to support WROs/WLOs, programme managers, and coordination bodies implement evidence-informed actions promptly.
    - **Decision-makers:** Policy notes, executive summaries, strategic briefs – to enable government actors, donors, and senior stakeholders make timely, high-level decisions.
    - **Broader learning and capacity-building:** Online reports, workshops, webinars, professional development modules – to help staff, partners, and networks internalize and apply lessons learned.

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[77] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**
[78] International Women's Development Agency. (2017). *Feminist research framework*.
[79] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**
[80] International Women's Development Agency. (2017). *Feminist research framework*.
[81] United Nations Population Fund. (2024). *Guidance on humanitarian evaluations: Compendium to the evaluation handbook*. Independent Evaluation Office, UNFPA. **https://www.unfpa.org/sites/default/files/admin-resource/Guidance%20on%20humanitarian%20evaluations%20-%20Compendium%20to%20the%20Evaluation%20Handbook.pdf**

- **Co-develop dissemination messages**: Engage women, girls, and marginalized groups in shaping key messages to ensure findings are not distorted by external perspectives. Validate which insights matter most for strengthening rights, services, and protection. Prioritise presenting findings using the community's own terms and narratives instead of external or technocratic vocabulary. Highlight affected women's and girls' interpretations of what change means and foreground their recommendations for action. In acute or highly insecure crises, full co-development may not be possible. In such cases, seek lighter-touch validation, rely on trusted intermediaries (e.g., WROs/WLOs), or draw on earlier participatory analysis sessions.
- **Leverage storytelling for influence**: Convert key findings into short participatory films, story reels produced with community members, or digital storyboards for humanitarian clusters and social media. Use lived-experience narratives to challenge dominant crisis narratives and highlight structural inequalities.

8.2 Use strategic dissemination to drive transformational change

- **Ensure crisis-responsive dissemination planning:** Develop a robust use and influence plan (see box below) to align the evaluation schedule and dissemination activities with the planning and decision-making timelines of different user groups,[82] including humanitarian response cycles, donor meetings, and cluster coordination sessions. Identify urgent decision windows and prioritize dissemination outputs to ensure findings are timely and actionable. Build flexibility into the plan to accommodate sudden changes in access, security, or information needs, and revise dissemination strategies as new opportunities for advocacy or targeted sharing emerge. [83] This approach ensures that evidence reaches the right audiences when it can have the greatest impact.
- **Ensure frequent but strategic dissemination**: Engage evaluation users throughout the evaluation using products and activities that are accessible, culturally appropriate, and relevant to their needs. Recognize that the final report alone rarely drives action in crisis settings; instead, provide iterative opportunities for communities and stakeholders to interact with findings, reflect on implications, and shape crisis responses. Consider participants' time, care responsibilities, and potential risks, and integrate capacity-building where needed to ensure all users can meaningfully engage with and act on the evidence.
- **Target crisis decision spaces**: Present findings at humanitarian coordination meetings, donor briefings, protection cluster meetings, and government emergency taskforce discussions. Use concise evidence flashcards or presentation decks that translate feminist insights into operational recommendations.

Toolbox: Use and Influence Plan Template – Global Affairs Canada[84]

The Use and Influence Plan template from Global Affairs Canada's guidance on feminist evaluations provides a structured approach to ensure that evaluation findings are meaningful, accessible, and actionable for all stakeholders. The template equips evaluators

[82] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**

[83] United Nations Population Fund. (2024). *Guidance on humanitarian evaluations: Compendium to the evaluation handbook*. Independent Evaluation Office, UNFPA. **https://www.unfpa.org/sites/default/files/admin-resource/Guidance%20on%20humanitarian%20evaluations%20-%20Compendium%20to%20the%20Evaluation%20Handbook.pdf**

[84] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**

to identify intended **users** - including implementing partners, local civil society and women's rights organizations, government actors, advocacy groups, and donors - and map how each group is expected to use the findings. It also supports selecting appropriate **evaluation/information products** (briefs, infographics, workshops, presentations), assigning **responsibilities** for each action, identifying optimal **timing** or windows of opportunity for dissemination, and planning **follow-up** strategies to assess uptake and influence, ensuring that evaluation findings are actively used and responsive to stakeholder needs.

Evaluators may consider using this template for dissemination planning in crisis settings by prioritizing remote or visual engagement methods, iterating plans rapidly in response to changing conditions, and integrating risk mitigation and trauma-informed approaches for safe and ethical use of findings.

- **Activate feminist networks and coalitions**: Share findings through WRO and WLO platforms, feminist alliances, gender-based violence sub-cluster meetings, disability rights networks, and youth collectives. Encourage these groups to use findings in advocacy campaigns, funding negotiations, and policy dialogues.
- **Close the loop with communities and ensure ethical use of findings**: Share final findings with participants and communities through accessible, participatory formats - such as feedback circles and visual displays. Facilitate discussions on how findings can support advocacy, mobilisation, or engagement with local authorities. Ensure that participants benefit from their involvement, that knowledge ownership rests with communities and partners, and that any dissemination protects individuals from potential harm. [85]
- **Use digital channels strategically during restricted mobility**: Circulate findings through SMS blasts, secure messaging apps, short podcasts, interactive dashboards, and voice-based hotlines where internet access is limited.

Section 9.13 presents the dissemination checklist, which provides a practical guide for sharing feminist evaluation findings in impactful ways.

[85] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. **https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng**

Photo credit: Women's Refugee Commission

Practical tools and resources

9. Practical tools & resources

9.1 Proposed composition of evaluation governance structures

Membership of the evaluation steering committee may include:

- Programme and evaluation managers or other programme representatives with crisis experience
- Implementing partners and sub-contracted local organizations, with emphasis on women-led or feminist organizations engaged in crisis response
- Representatives of rights-holders and diverse target groups, ensuring inclusion of marginalized communities, women, girls, persons with disabilities, and other intersectional identities relevant to the crisis, where possible
- Key stakeholders such as policymakers, local service providers, and community leaders from affected populations
- Evaluation unit staff with experience in humanitarian, feminist, and participatory evaluations
- Local gender, feminist evaluation, and intersectionality experts to maintain the integrity of feminist principles throughout the evaluation
- Donors with a commitment to gender equality and crisis sensitivity

Membership of the gender working group may include:

- Gender specialists with expertise in feminist evaluation methodologies and intersectionality
- Experts on gender and protection issues in humanitarian and crisis contexts, including specialists in GBV prevention and response
- Feminist researchers or academics with experience in power analyses, gender-transformative frameworks, and evaluation ethics
- Representatives from local WROs and WLOs with deep contextual knowledge of the crisis and affected populations
- Representatives of marginalized groups relevant to the crisis context, such as adolescent girls, persons with disabilities, ethnic minorities, or displaced populations, ensuring their lived experiences inform gender analysis
- Psychosocial and community engagement specialists who understand the sensitivities of trauma and participation under crisis conditions
- Evaluation team members responsible for gender integration to foster collaboration and knowledge transfer between the working group and the core evaluation team

9.2 Feminist evaluation question bank

The Feminist Evaluation Question Bank draws upon global guidance[86,87] and offers a curated set of adaptable questions designed to examine power, voice, participation, and gender-transformative change in crisis settings. These questions can be applied as stand-alone feminist inquiries or probed within the OECD-DAC and ALNAP criteria to strengthen feminist-informed approaches. While developed for crisis contexts, they can also be readily adapted for use in development programming and mixed settings.

1. Gender equality, voice and agency

- How did intersecting vulnerabilities (such as displacement, disability, ethnicity, or age) shape access to services, decision-making, and leadership opportunities during the crisis?
- How did social norms, community attitudes, or power relations toward women, girls, and marginalized groups evolve as a result the programme?
- To what extent were gender equality results achieved (both intended and unintended) for structurally excluded groups affected by the crisis?
- What factors helped or limited progress toward gender equality and inclusion outcomes?

2. Programming modalities and effectiveness

- Which strategies or interventions were most effective in improving fair access to key services (such as safety, health, education, or livelihoods) for marginalized groups?
- To what extent were programming approaches flexible and adaptive to crisis dynamics and emerging needs?
- Which combinations of interventions (e.g., emergency relief, psychosocial support, capacity building) achieved the most meaningful outcomes for excluded groups?
- Were there unintended consequences of advocacy or policy interventions on marginalized groups during the crisis?

3. Organisational strengthening, partnerships, and systems change

- How did the programme strengthen local organizations' capacity to respond to crises in ways that are gender-transformative and inclusive?
- To what extent were partnerships equitable and effective in delivering crisis-responsive, gender-focused programming?
- To what extent did the programme influence policies, governance, or coordination systems to become more gender-transformative?

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[86] Global Affairs Canada. (2024). *Planning and managing feminist evaluations*. Government of Canada. https://www.international.gc.ca/world-monde/funding-financement/planning-planification.aspx?lang=eng

[87] Bardasi, E., & Garcia, G. (2016). *Integrating gender into IEG evaluation work*. International Bank for Reconstruction and Development / The World Bank Group.

- What factors enabled or hindered organizational learning and adaptation under crisis pressures?

4. Financing and resource modalities

- To what extent were funding mechanisms flexible and adaptive in meeting both immediate and longer-term needs during the crisis?
- Were resources allocated in ways that supported marginalized groups without reinforcing unequal power dynamics?
- Did financial processes enable timely responses while maintaining accountability?

5. Sustainability and systemic change

- Which interventions contributed to sustainable improvements in gender equality and inclusion, even in the face of crisis?
- What lessons can inform future humanitarian responses?
- How resilient were the outcomes to ongoing or new emergencies?

9.3 Qualifications of the evaluation team

The evaluation team should collectively embody a broad range of qualifications and experiences to ensure a rigorous, context-sensitive, and feminist evaluation process in crisis settings. The following list serves as a master reference from which specific qualifications and experience can be selected and tailored to develop individual job descriptions for team members. No single individual is expected to hold all these competencies alone; rather, the team must collectively bring the necessary expertise to address the complexity of the context, populations, and methodologies involved:

- Proven expertise conducting programme or project evaluations or community/action research in crisis-affected contexts, with leadership capability for lead evaluators/team leads.
- Skilled in designing, implementing, or evaluating gender equality-focused projects specifically adapted to crisis contexts.
- Demonstrated experience collaborating with diverse stakeholders, including women's rights organizations, local CSOs, and women-led groups.
- Experience engaging hard-to-reach, vulnerable, or marginalized populations impacted by crises, with sensitivity to power dynamics and safety.
- Relevant thematic or sectoral expertise tailored to the project and crisis context (e.g., protection, health, education, livelihoods).
- Competence in quantitative data collection and analysis appropriate to the evaluation scope.
- Proficiency in innovative, arts-based, participatory methods (such as most significant change, storytelling, photovoice etc.) to capture diverse voices in unstable settings.
- Ability to use participatory methods to facilitate learning, workshops, and community sessions with attention to power relations in the crisis environments.
- Strong capacity in gender analysis and intersectional data analysis to uncover power dynamics, vulnerabilities, and resilience factors affecting diverse groups.
- Experience translating evaluation evidence into advocacy and transformational change strategies.
- Extensive local or regional knowledge and experience within the crisis-affected area.
- Fluency in relevant local languages to communicate effectively and build trust with participants and stakeholders.

9.4 Crisis scan template for feminist evaluations

This crisis scan template is designed to guide rapid yet reflective analysis of crises through a **feminist lens**. It supports evaluators and partners in understanding how different groups experience, navigate, and influence crises - and how power, inequality, and agency shape these dynamics.

The tool is organized in three sections:

1. **Crisis Overview and typology** – establishes the nature, scope, and governance context of the crisis.
2. **Gendered and intersectional impacts** – explores differentiated effects on various population groups.
3. **Power, inequality, and feminist lenses** – examines decision-making, knowledge, and resistance through feminist and justice-oriented perspectives.

Section 1: Crisis overview and typology

Category	Guiding Questions
Crisis Type and Nature	• What type of crisis is occurring (conflict, disaster, epidemic, displacement, or combined)? • Is it sudden or protracted? • How do local or national systems describe or classify it?
Geographic Impact	• Which areas are most affected, and what are their main social or economic characteristics? • What kinds of contexts are involved (rural, border, coastal, urban), and how might these shape gender and social dynamics?
Political-Economic Context	• In what ways do governance systems, institutions, or political contexts influence how the crisis is understood and managed? • How do relationships between local and national actors affect coordination and resources?
Legal/Protection Landscape	• What legal or protection frameworks exist (e.g., IDP laws, GBV laws, access policies)? • How do these frameworks engage with gender, inclusion, and protection considerations in practice?

Section 2: Gendered and intersectional impact

Category	Guiding Questions
Population Characteristics	• What is the size and demographic profile of the affected population (sex, age groups, older persons, persons with disability)?

Category	Guiding Questions
	• Are any groups particularly hard to reach due to location, mobility, exclusion, or stigma?
Women and Girls	• How does the crisis affect women and girls economically, socially, and psychosocially? • How are gender roles, workloads, and care responsibilities shifting? • What barriers exist to safety, justice, and mobility?
Men and Boys	• How does the crisis affect men and boys economically, socially, and psychosocially? • How are masculinity norms changing under crisis conditions?
People with Disabilities, Older Persons	• How does the crisis affect older persons? • How does the crisis affect people with disabilities? • What accessibility barriers exist for health, transport, or communication?
LGBTQI+ Populations	• How does the crisis affect LGBTQI+ populations? • How visible and protected are gender-diverse individuals? • Are safe spaces or support mechanisms available?
Ethnic, Indigenous, or Migrant Groups	• How does the crisis affect ethnic, indigenous or migrant groups? • How do these identities shape access to services, resources, or leadership roles?

Section 3: Power, inequality, and feminist lenses

Category	Guiding Questions
Power and Justice	• Who holds decision-making power, and who is excluded? • Who participates in or benefits from crisis response efforts? • In what ways do crisis responses interact with existing social hierarchies, such as those based on gender or colonial legacies? • Which community leaders, informal authorities, or locally trusted organisations hold influence in crisis-affected areas, and how are they engaged in response efforts?
Intersectionality	• In what ways have crises influenced gender relations and social norms? • How do intersecting identities (gender, class, race, sexuality, age, displacement) shape experiences? • What patterns of exclusion or unequal impact emerge?

Category	Guiding Questions
Knowledge and Voice	• Whose knowledge and perspectives shape how the crisis is defined? • Whose experiences inform response and recovery plans? • How are women's and marginalized groups' voices included in design and implementation?
Agency and Resistance	• What forms of collective action, care, or resistance have emerged during the crisis? • How have individuals or groups demonstrated agency or solidarity?

9.5 Stakeholder engagement framework

This framework provides a structured approach to map how different stakeholders are engaged across the evaluation process, using the adapted RACI categories:[88] Responsible, Accountable, Consulted, and Informed. It is designed to ensure that WROs, WLOs, and community members are meaningfully involved at each stage, while also making power dynamics and inclusion gaps visible. The framework includes a specific column to document gaps in stakeholder engagement during each evaluation phase, underscoring the reflexivity central to feminist evaluation.

By clarifying roles and responsibilities, it supports a transparent, participatory, and equity-focused evaluation in crisis settings. Additional evaluation steps may be added as needed to capture the specific context, objectives, or emerging priorities of the evaluation.

Step/Action	Responsible (R)	Accountable (A)	Consulted (C)	Informed (I)	Gaps
1. Define evaluation purpose & scope					
2. Develop evaluation questions					
3. Develop evaluation framework & methodology					
4. Design data collection tools					
5. Pilot data collection tools					
6. Train data collectors					
7. Conduct field data collection					
8. Clean, process, and manage data					
9. Analyse data					
10. Draft findings & recommendations					

[88] Cabanillas, C., Resinas, M., & Ruiz-Cortés, A. (2017). *A template-based approach for responsibility management in business process models*. Information Systems, 67, 1-23. **https://doi.org/10.1016/j.is.2017.10.002**

Step/Action	Responsible (R)	Accountable (A)	Consulted (C)	Informed (I)	Gaps
11. Validate findings					
12. Prepare final evaluation report					
13. Disseminate findings & recommendations					
14. Develop follow-up action plan					
15. Monitor uptake & impact of recommendations					

RACI Definitions

- **Responsible:** Those who carry out the work to complete the evaluation step or action.
- **Accountable:** Those ultimately answerable for the correct and thorough completion of the evaluation deliverable or task, who ensure prerequisites are met, and who delegate work to those responsible. The accountable person/group must approve the work of the responsible person/group.
- **Consulted:** Those whose input and advice are sought to inform the completion of evaluation steps or actions.
- **Informed:** Those who are kept up to date on progress, often only upon completion of the evaluation task or deliverable, with whom communication is one-way.

9.6 Participatory sampling methods[89]

Snowball Sampling	
Implementation	This method begins by recruiting one eligible participant, who then refers their peers, who in turn recruit additional participants.
Strengths	Snowball sampling supports exploratory and qualitative research, helping to identify and define community priorities or emerging issues. By involving community members directly in recruitment, it fosters co-design and ensures that marginalized or hard-to-reach groups are included. In crisis settings, this approach builds trust, strengthens local ownership of the evaluation process, and enhances the credibility and relevance of findings.
Areas for consideration	Snowball sampling may not provide a fully representative sample, and the initial "seeds" can strongly influence the participant composition. Careful selection of seeds and iterative engagement can help maximize diversity and inclusivity. The approach requires thoughtful facilitation to ensure all voices are included.
Respondent-Driven Sampling (RDS)	
Implementation	RDS begins with a small number of non-randomly recruited members of the target population (seeds), who recruit the first wave of participants, who then recruit subsequent waves until the desired sample size and equilibrium are reached. Recruitment is tracked, formative research characterizes the population, and statistical weights are applied based on participants' network sizes.
Strengths	RDS allows for more systematic engagement of community networks, producing unbiased population estimates when assumptions are met. It provides opportunities for co-design, as participants help shape recruitment pathways and ensure participation of otherwise hard-to-reach groups. RDS is particularly useful in crisis settings to reach populations connected by shared experiences while respecting local knowledge and community structures.
Areas for consideration	The method relies on participants' knowledge of their networks and accurate tracking of recruitment chains. Estimating refusal rates can be challenging. Effective facilitation and iterative monitoring are needed to ensure inclusivity and fairness across subgroups within the community.

[89] Frost, S. D. W., Petersen, M., & Andersson, N. (2022). *Respondent-driven sampling: A sampling method for hard-to-reach populations and beyond*. Current Epidemiology Reports, *9*(4), 227-235. **https://doi.org/10.1007/s40471-022-00287-8**

9.7 Arts-based and participatory data collection methods[90]

Arts-based, participatory methodologies grounded in feminist principles play an important role in ensuring evaluations - including in crisis settings - are inclusive, empowering, and attentive to gendered power dynamics. These methods prioritize the voices and experiences of marginalized populations, enabling them to participate as co-creators of knowledge and agents of change. The following table describes key participatory feminist evaluation methods and notes how each can be applied in crisis contexts where feasible, to centre diverse perspectives and foster transformative impacts.

Method	Description	Application in Crisis Context
Photovoice	A participatory method where community members use photography to document their lives, concerns, and environment. It promotes critical dialogue through group discussions of images and supports collective reflection. Photovoice integrates feminist theory, and documentary photography to foreground marginalized voices in policymaking.	Can be employed to visually capture and express lived experiences that may be hard to articulate, transcend literacy barriers, and provide a powerful advocacy tool. It can also foster ownership, pride, and agency among participants, enabling them to reflect on and communicate complex gendered dynamics in crisis contexts.
Participatory Video	Similar to photovoice but using video to capture narratives, environment, interviews, and sound. It allows for dynamic storytelling and deeper emotional engagement with community perspectives. This method supports participant control over content and framing, enhancing self-representation and voice.	Can be used to enable participants to create rich, nuanced portrayals of their lived realities, promote collective reflection and dialogue, and serve as a compelling tool for advocacy and accountability in fragile and rapidly changing crisis environments.
Storytelling	The sharing of personal and collective narratives to express experiences, challenge norms, and foster	Can create safe spaces for marginalized voices and emotional expression, facilitate mental health support, collective memory,

[90] Draws from Vienna Evaluation Unit. (2017). *Assessment toolkit: Practical steps for the assessment of health and humanitarian crises* (Part I). Médecins Sans Frontières. **https://evaluation.msf.org/sites/default/files/2021-12/Assessment%20Toolkit%202017.pdf**

Method	Description	Application in Crisis Context
	community healing. It can be verbal, written, or digital and is often embedded in participatory processes to surface critical insights and emphasize subjective perspectives.	and transformative dialogue on gender, violence, and resilience in crisis settings. It can also situate individual experiences within broader social contexts.
Community Mapping	A collective spatial exercise where participants create maps to identify community boundaries, resources, risk zones, and social features. It often uses local materials or satellite imagery and GIS tools for detailed spatial analysis.	Can be used to pinpoint gender-differentiated vulnerabilities, highlight access to resources, and visualize systemic risks and protective factors. It can also support targeted crisis response, vulnerability analysis, and community-led spatial planning in fragile contexts.
Transect Walks	Guided or informal walking tours through a community or environment with observation and dialogue at key points. This method eases discussions and validates mapped data by direct engagement with physical and social landscapes.	Can be employed to foster informal conversations and trust-building, reveal gendered patterns of mobility, access, and hazard exposure, and ground evaluation in lived spatial realities critical to crisis-affected populations.
Daily Calendar	Participants map typical daily activities, specifying timing and duration. It reveals how different community members allocate time, highlighting gendered divisions of labour, caregiving roles, and changes due to crisis impact.	Can be used to help uncover shifts in livelihoods, care burdens, and time poverty caused by crisis. It can support understanding of how gendered labour reallocations affect wellbeing and resilience, informing more gender-responsive interventions and programming.
Historical Timeline	In a participatory group exercise, community members sequence key local events and changes to collectively reconstruct recent history and social transformations.	Can provide context for crisis impacts over time, connecting present conditions with historical processes. It can aid in understanding collective memory, social resilience, and trauma

Method	Description	Application in Crisis Context
		from a feminist perspective, enhancing deeper evaluation insights.
Ranking & Why-Why Tree	Ranking involves ordering issues or priorities based on collective criteria, while the why-why tree explores root causes by iterative questioning to uncover systemic relationships.	Can be employed to empower marginalized groups to articulate priorities and dissect complex problems, helping to define gender-transformative objectives and strategic interventions in volatile and complex crisis environments.

9.8 H-assessment tool: Engaging children and youth in participatory reflection

What is the 'H' assessment and its use?

The 'H' assessment is a straightforward, participatory M&E tool used to explore the strengths (successes) and weaknesses (challenges) of an initiative, group, or process, and to generate practical ideas for improvement.[91] Using a visually simple 'H'-shaped flipchart diagram, participants collaboratively identify what is working well, what needs attention, and suggest ways forward, supporting inclusive reflection and programme enhancement.

Relevance in feminist evaluation in crisis contexts

The 'H' assessment fits well within feminist evaluation approaches, particularly in crisis settings, by centring the experiences and agency of children and youth. It uses child-centred recall, drawings, and expressive arts to empower minors to lead the narration of their experiences without adult framing. This approach creates safe, supportive spaces where children's voices shape the analysis, interpretation, and recommendations, capturing deep, context-specific insights into how crises impact their lives and communities across generations. For example, this tool was employed in the 2019 UNICEF evaluation of community-based child protection services in response to the Syria refugee crisis in Turkey,[92] engaging adolescents and caregivers in group discussions structured around the visual 'H' diagram to identify programme strengths, challenges, and improvement ideas.

Method for implementing the 'H' assessment

1. Prepare a large flipchart with an 'H' shape: draw a happy face on the left column (strengths), a sad face on the right column (weaknesses), and a light bulb below the middle bar (ideas).
2. Organize participants into groups by age or demographic to create comfortable settings for dialogue.
3. Facilitate group discussions to fill in the chart by answering:
    - What are the strengths or successes?
    - What are the weaknesses or challenges?
    - What ideas or suggestions can improve the initiative?
4. Incorporate child-friendly techniques such as drawings and expressive arts to enable children and youth to narrate their experiences and fully exercise their agency.
5. Have each group present their 'H' assessment, then facilitate a wider discussion to identify key benefits, challenges, and actionable recommendations.
6. Collaborate on planning to implement improvement ideas, emphasizing children's protection and programme strengthening.

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[91] Adapted from UK Youth. (2022). *H Assessment Tool*. **https://www.ukyouth.org/wp-content/uploads/2022/10/4.-H-assessment.pdf**

[92] UNICEF. (2019). *Evaluation of the community-based child protection services in response to the Syria refugee crisis in Turkey*. UNICEF Turkey.

7. Document the outcomes for ongoing monitoring and evaluation, ensuring continuous adaptation and learning.

This method is accessible, participatory, and empowering, amplifying marginalized voices in crisis-affected communities in line with feminist evaluation principles.

H-assessment template

<table>
<tr><td rowspan="2">
What are the strengths or successes?</td><td></td><td rowspan="2">
What are the weaknesses or challenges?</td></tr>
<tr><td>
What ideas or suggestions can improve the initiative/programme?</td></tr>
</table>

9.9 Safe spaces for data collection checklist[93]

The safe spaces for data collection checklist is designed to help evaluators create inclusive, secure, and respectful environments for gathering information in crisis settings. It guides consideration of context, location, privacy, power dynamics, trust, and participant well-being, ensuring that women, girls, and marginalized groups can participate freely and safely.

1. Understanding the context and risks

☐ Have potential risks (e.g. reprisal, stigma, surveillance) been identified?
☐ Have gendered and power-related barriers to participation been analysed?
☐ Have local partners advised on cultural, political, and security sensitivities?
☐ Does the timing of the interview ensure that participants feel comfortable and safe?

2. Choosing safe and inclusive locations

☐ Is the venue neutral, discreet, and free from association with authority?
☐ Is the space suitable for women-only or group-specific sessions, if needed?
☐ Is the location physically accessible and comfortable for all participants?

3. Protecting privacy and confidentiality

☐ Is the seating arranged to ensure privacy and prevent eavesdropping?
☐ Is identifiable information collected only when necessary?
☐ Have confidentiality and consent procedures been clearly explained?
☐ Is all collected data stored securely with restricted access?

4. Managing gendered and power dynamics

☐ Are facilitators and note-takers matched to participant gender and language?
☐ Are participants able to use a trusted translator if needed?
☐ Are all facilitators trained in gender sensitivity and safeguarding?
☐ Has the presence of authority figures or outsiders been minimized during sessions?

5. Fostering trust and psychological safety

☐ Have facilitators clearly explained the purpose and voluntary nature of participation?
☐ Are facilitators applying trauma-informed and empathetic approaches?
☐ Can participants freely skip questions or withdraw without consequence?
☐ Are participants given the opportunity to ask questions before and during the interview?

6. Supporting participant well-being and follow-up

☐ Have participants been informed about available psychosocial or protection services?
☐ Are facilitators prepared to identify and respond to distress or safety concerns?
☐ Is there a plan to debrief participants and facilitators after data collection?

[93] Drawn from United Nations Evaluation Group. (2024). *Guidance on the integration of humanitarian principles in the evaluation of humanitarian action.*

9.10 Operationalising remote data collection in crisis settings

In some crisis contexts, remote data collection may become necessary due to security risks, mobility constraints, public health concerns, or disrupted infrastructure. When face-to-face engagement is limited, evaluators can still gather critical data while ensuring participation remains safe, ethical, and inclusive.

Operationalising remote data collection in line with feminist principles requires:

- Actively centring the voices and priorities of women, girls, and marginalized groups.
- Selecting platforms and methods that are accessible to all participants, including non-literate users.
- Providing training, guidance, and technical support to participants where needed.
- Engaging trusted local partners and women's organizations to extend reach and contextualize approaches.
- Ensuring privacy, confidentiality, informed consent, and culturally sensitive protocols.

Potential remote data collection methods include[94]:

	• **Mobile survey tools (SMS or Mobile Acquired Data)**
	  ○ Useful for basic data collection from large populations.
	  ○ **Inclusive tip:** Keep questions concise and simple; partner with local women's groups to facilitate participation.

	• **Mobile apps for two-way communication** (Messenger, WhatsApp, Slack, WeChat, IMO, Skype, Line)
	  ○ Can gather discrete pieces of information or responses to targeted questions.
	  ○ **Inclusive tip:** Use simple interfaces and leverage trusted community mediators to reach women and marginalized groups who may have limited digital literacy.

	• **Web surveys**
	  ○ Can replace structured interviews but may require shorter, simpler formats.
	  ○ **Inclusive tip:** Ensure surveys are mobile-friendly and translated into local languages where possible.

	• **Phone surveys (including Computer-Assisted Telephone Interviewing)**
	  ○ Allow for more in-depth discussions and rapport-building compared to SMS or web surveys.
	  ○ **Inclusive tip:** Use female enumerators where culturally appropriate and offer options for participants to call back at safer times.

[94] Adapted from from Australian Government Department of Foreign Affairs and Trade. (2021). *Practice note: Remote monitoring and evaluation (M&E).*

	• **Videoconferencing**
	  ○ Suitable for focus group discussions, participant interviews, and stakeholder validation.
	  ○ **Inclusive tip:** Schedule sessions at convenient times, provide options for anonymous participation, and ensure privacy to encourage women and marginalized groups to speak freely.

	• **Satellite imagery**
	  ○ Provides contextual information on infrastructure, terrain, and population movements.
	  ○ **Inclusive tip:** Combine imagery with participatory inputs from local women and marginalized groups to ensure findings reflect lived realities.

	• **Drones**
	  ○ Can monitor infrastructure, terrain, and environmental changes in real-time.
	  ○ **Inclusive tip:** Use drone data to complement, not replace, community perspectives; integrate findings with input from local stakeholders.

9.11 Protocol for conducting community validation workshops[95]

Purpose:

To validate evaluation findings and recommendations with communities - particularly women, girls, and marginalized groups – ensuring evaluation outputs reflect local knowledge, are contextually accurate, and are endorsed by those who contributed data.

Key principles:

- **Shift interpretive authority to communities**: Share findings in accessible, culturally appropriate formats to allow participants to confirm, challenge, or refine conclusions.
- **Support inclusive sense-making**: Use participatory forums - such as workshops, storytelling circles, focus groups, visual summaries, community meetings, or mobile/remote consultations - to discuss and interpret findings across multiple societal levels, informing adaptive decision-making and advocacy.
- **Address power imbalances**: Conduct separate or small-group sessions for different stakeholder groups to create safe spaces for honest feedback.

Process overview:

Before the workshop:

- Identify and invite community participants, prioritizing women, girls, and marginalized groups.
- Prepare accessible presentation formats (visuals, summaries, infographics, or translated materials).
- Ensure that the presentation materials are translated as needed.
- Plan separate or breakout sessions to mitigate hierarchical barriers.

During the workshop:

- Present key findings and preliminary recommendations clearly and succinctly.
- Facilitate discussions with guiding questions such as:
    - *Do these findings reflect your experiences?*
    - *Are the identified gender gaps and structural barriers accurate and relevant?*
    - *Are the recommendations feasible, meaningful, and aligned with community priorities?*
    - *What additional perspectives or issues should be considered?*
- Employ innovative methods for sense-making and validation where possible to ensure community engagement and feedback. These could include:
    - **Story circles or narrative mapping:** Encourage participants to share personal experiences related to key findings, highlighting patterns and common themes.

[95] Adapted from Banyan Global. (2017). *Annex 17: Validation workshops. Gender Analysis and Gender Equality Action Plan Toolkit.*

    - **Visual or participatory exercises:** Use community mapping, problem trees, or ranking exercises to co-interpret data.
    - **Scenario exercises or role-plays:** Explore how recommendations would work in practice, capturing nuanced perspectives.
- Recognize that crisis contexts may limit women's, girls', and marginalized groups' participation due to safety, mobility, or access constraints. Address these challenges by:
    - Hold smaller, women-only, youth-only, or subgroup sessions to reduce social or power-related barriers.
    - Use flexible, hybrid consultation formats (in-person, mobile, remote) to reach participants constrained by mobility, safety, or caregiving responsibilities.
    - Engage trusted local partners, women's organizations, or community mediators to facilitate recruitment, create safe spaces, and provide guidance.
    - Use staggered participation times or asynchronous input methods (voice notes, drawings, or surveys) for those with limited availability.
- Capture feedback systematically, noting points of agreement, clarification, or challenge.

After the workshop:

- Integrate feedback into final analysis and recommendations.
- Document the validation process, including participant inputs, adjustments made, and unresolved issues.
- Share updated findings with participants to close the validation loop, reinforcing transparency and accountability.

Notes:

- Facilitation should prioritize safety, confidentiality, and cultural sensitivity.
- Multiple methods (in-person, mobile, remote) help ensure participation where literacy, safety, or access are constrained.
- This approach strengthens credibility and supports gender-responsive, contextually relevant evaluation outputs.

9.12 Reflexivity checklist[96]

This reflexivity checklist is designed to help evaluators critically examine their positionalities, power, and biases while conducting feminist evaluations in crisis settings. It encourages careful reflection on relationships, ethics, methodology, context, and collaborative accountability to ensure that evaluations are ethically sound. By systematically working through these guiding questions, evaluators can strengthen the integrity and transformative potential of their work.

	Guiding Questions	YES	NO
1.	**Positionality and power**		
	Have I reflected on my positionalities and how they shape interactions with participants?		
	Have I reflected on how my positionalities and how they influence dynamics within the evaluation team?		
	Do I acknowledge and address possible privileges and biases that may affect the evaluation process?		
2.	**Relationships and ethics**		
	Have I built trustful, respectful relationships with participants and local actors?		
	Am I ensuring voluntary, informed consent and protecting confidentiality?		
	Have I planned for emotional and psychological safety of participants and myself?		
	Have I considered potential unintended harms for participants?		
3.	**Methodological reflexivity**		
	Are feminist principles (inclusivity, intersectionality, empowerment) embedded in methods?		
	Am I adapting tools based on participant feedback and contextual changes?		
	Am I ensuring marginalized or hard-to-reach groups can meaningfully engage?		
	Am I reflecting on where participant voices may have been excluded or misinterpreted?		
	Am I documenting moments of tension, ambiguity, or methodological uncertainty?		
4.	**Contextual awareness**		
	Am I situating the evaluation in the evolving crisis context, including structural inequalities?		
	Am I integrating local feminist knowledges and perspectives authentically?		

[96] Draws from Active Learning Network for Accountability and Performance. (2016). *Evaluation of Humanitarian Action (EHA) guide.*

	Guiding Questions	YES	NO
5	**Collaborative reflection and accountability**		
	Do I have mechanisms for peer or community review to surface blind spots?		
	Am I sharing reflexive insights transparently in reporting and discussions?		
	Am I supporting longer-term empowerment and capacity building through the evaluation?		

9.13 Dissemination checklist

The dissemination checklist is designed to guide the dissemination of feminist evaluation findings in a way that is strategic, inclusive, and ethical, particularly in complex or crisis contexts. It aims to help evaluation teams ensure that findings reach the right audiences at the right time, centre the perspectives of marginalized groups, and are presented in accessible formats that promote understanding and action. The checklist also emphasizes engagement, follow-up, and participant safety, supporting the responsible and transformative use of evaluation evidence.

1. Planning and strategy

- ☐ Are the goals of dissemination clear (e.g., awareness, advocacy, policy, programme improvement)?
- ☐ Have all relevant stakeholders been identified (e.g., including policymakers, civil society, community groups, and marginalized populations)?
- ☐ Will the findings reach those most affected safely, inclusively, and accessibly?
- ☐ Are dissemination channels appropriate for each audience and context (digital, print, workshops, community forums)?
- ☐ Is the timing of dissemination aligned with key decision-making moments or opportunities to maximize impact?

2. Centring marginalized voices

- ☐ Are findings presented in ways that reflect the perspectives and experiences of marginalized groups?
- ☐ Have participants been consulted or involved in validating or co-presenting findings where safe and feasible?
- ☐ Is language used inclusive, respectful and non-stigmatizing?

3. Accessibility and format

- ☐ Are the dissemination products provided in accessible languages for each target audience?
- ☐ Are the dissemination products provided in accessible formats for each target audience?
- ☐ Are visuals, infographics, or storytelling used to make key points clear?
- ☐ Are constraints like literacy, digital access, or technology limitations considered?

4. Engagement and follow-up

- ☐ Are interactive methods (workshops, webinars, community dialogues) planned to encourage discussion and feedback?

- ☐ Are mechanisms in place to track how findings are used and whether they influence decisions?
- ☐ Is there a follow-up plan to assess whether dissemination contributed to transformative outcomes?

5. Ethical considerations and participant safety

- ☐ Have participant confidentiality and safety been ensured in all dissemination materials?
- ☐ Are findings anonymized where needed to prevent harm or reprisal?
- ☐ Have any sensitive insights been framed responsibly, considering cultural, political, and gendered sensitivities?

Photo credit: UNICEF

Annexes

10. Annexes

Annex 1: Guidelines reviewed

This toolkit drew on a wide range of guidance spanning feminist, participatory, gender-responsive, and humanitarian evaluation approaches and tools. Reviewed guidelines - including foundational evaluation frameworks, participatory and outcomes-focused methodologies, and feminist-specific approaches to evaluation, research, and crisis response - were carefully reviewed and adapted to ensure relevance and feasibility in complex and crisis-affected settings.

- Active Learning Network for Accountability and Performance. (2016). *Evaluation of Humanitarian Action (EHA) guide.*
- Active Learning Network for Accountability and Performance. (2006). *Evaluating humanitarian action using the OECD-DAC criteria.* **https://alnap.org/help-library/resources/evaluating-humanitarian-action-using-the-oecd-dac-criteria/**
- Australian Government Department of Foreign Affairs and Trade. (2021). *Practice note: Remote monitoring and evaluation (M&E).*
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Annex 3: Co-design workshop and consultation participants

Co-design workshop participants

S.No	Name	Designation	Organisation
1.	**Jahnvi Andharia**	Director and Research Fellow	Institute of Social Studies Trust (ISST), India
2.	**Karuna Onta**	Independent Consultant	World Bank Nepal
3.	**Christina Semasingha**	Researcher	IHE Delft Institute for Water Education, Netherlands
4.	**Consuelo Béjares**	Independent Consultant	SUMMA, Chile
5.	**Akanksha Sharma**	Founder	Cornelia (AINA Foundation)
6.	**Dorothy Mae Albiento**	Research Officer	Active Learning Network for Accountability and Performance, Philippines
7.	**Palakh Khanna**	Founder	Break the Ice, India
8.	**Rajisha Sharma**	Project Assistant	Indian Institute of Technology, Hyderabad, India
9.	**Swetarupa Mishra**	Founder and Principal Consultant	Renaissance Co., UK
10.	**Bárbara Amaral dos Santos**	Gender Expert	Oversee Advisory Group (OAG)

Technical experts engaged through in-person and online consultations

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1.	**Jozef Vaessan**	Chief Evaluation Officer and Senior Adviser	IEG, World Bank Group, Washington D.C.
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3.	**Andrew Stone**	Advisor to the Director, Sustainable, Private and Financial Development	IEG, World Bank Group, Washington D.C.
4.	**Maria Elena Pinglo**	Senior Evaluation Officer	IEG, World Bank Group, Washington D.C.
5.	**Priyanka Sood Jetwani**	Senior Evaluation Officer	IEG, World Bank Group, Washington D.C.
6.	**Carlos Stagliano**	Evaluation Officer	IEG, World Bank Group, Washington D.C.
7.	**Santiago Tellez**	Evaluation Officer	IEG, World Bank Group, Washington D.C.
8.	**Shiva Chakravarti Sharma**	Evaluation Officer	IEG, World Bank Group, Washington D.C.
9.	**Stuti Sachdeva**	Evaluation Officer	IEG, World Bank Group, Washington D.C.
10.	**William Stebbins**	Senior Communications Officer	IEG, World Bank Group, Washington D.C.
11.	**Roanna Sayes**	Senior Knowledge Management Assistant	IEG, World Bank Group, Washington D.C.
12.	**Irena Bagdasarian**	Research Analyst	IEG, World Bank Group, Washington D.C.
13.	**Arunjana Das**	Researcher and Communications Focal Point	IEG, World Bank Group, Washington D.C.

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16.	**Serena Fogaroli**	Gender and Evaluation Expert	IEG, World Bank Group, Washington D.C.
17.	**Clay Wescott**	Public Management Consultant	IEG, World Bank Group, Washington D.C.
18.	**Claudia Olavarria**	Feminist Innovation in M&E Consultant	World Bank, Washington D.C.
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20.	**Susan Caceres**	Senior Education Specialist	World Bank, Washington D.C.
21.	**Patrizia Cocca**	Knowledge and Communication Lead	Global Evaluation Initiative
22.	**Jonas Heirman**	Head of Impact Evaluation Unit	World Food Programme, Rome
23.	**Kerry Albright**	Principal Advisor	UNICEF Evaluation Office, New York
24.	**Beth Ann Plowman**	Senior Evaluation Specialist	UNICEF Evaluation Office, New York
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37.	**Francesco Lacoella**	Evaluation Specialist	UNICEF Evaluation Office, New York
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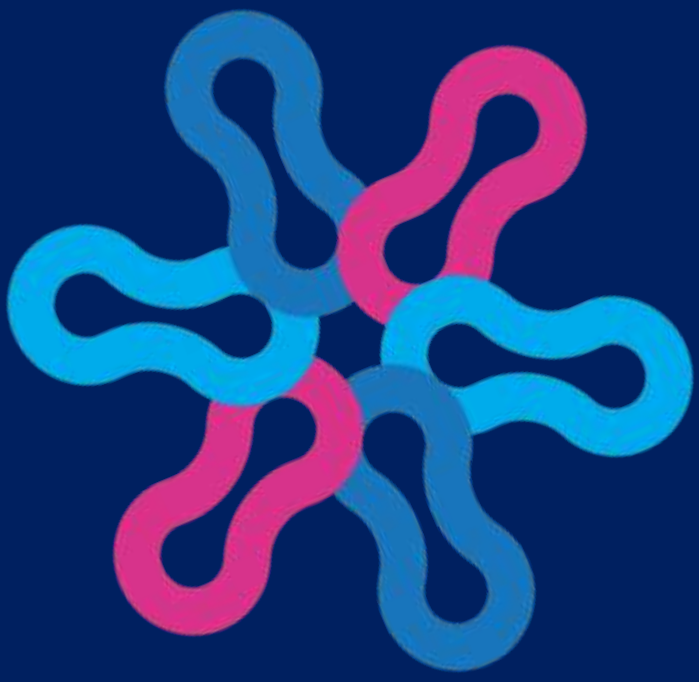

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