

# Evaluation and organizational change pro-gender equality: the experience of evaluating the **GENOVATE** project

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**11<sup>st</sup> EES Biennial Conference**  
**Dublin, 1<sup>st</sup> October 2014**



# 1. The GENOVATE project: an innovative and complex project



**GENOVATE**  
Transforming Organisational Culture for  
Gender Equality in Research and Innovation

An **ACTION-RESEARCH PROJECT** that  
aims to **ENSURE EQUAL  
OPPORTUNITIES FOR WOMEN AND  
MEN**



By encouraging a **MORE GENDER-COMPETENT  
MANAGEMENT** in **RESEARCH, INNOVATION AND  
SCIENTIFIC DECISION-MAKING BODIES**, with a  
particular focus on universities

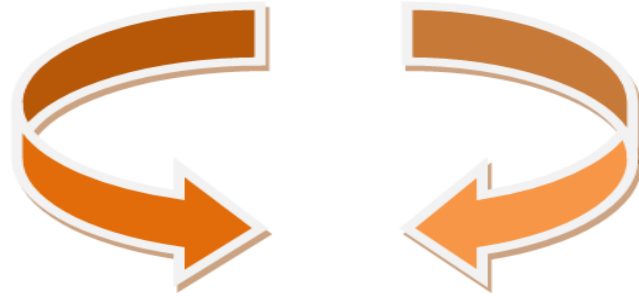
## Key processes in the GENOVATE project

**Macro level /  
Consortium level:**  
Development of  
the eight Work  
Packages (WPs)

**Micro level /  
Institutional level:**  
Implementation of  
Gender Equality  
Action Plans  
(GEAPs)

Development of a  
social model of  
gender equality  
implementation

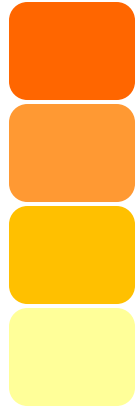
Transfer of learning across the partnership



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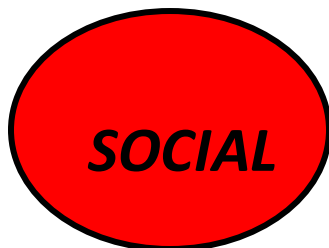
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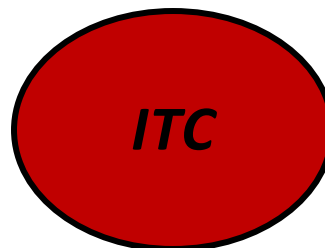
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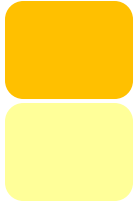
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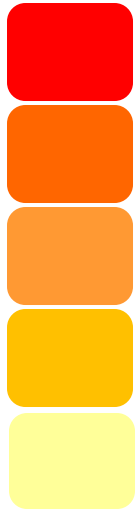
**PREVIOUS  
EXPERIENCE ON  
GENDER AND  
DIVERSITY PLANS**



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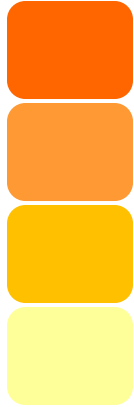


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BACKGROUND**



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## 2. Aim and roles of the evaluation inside GENOVATE project



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The evaluation pursues to inform the **decision making processes**, facilitate **organizational learning** and produce a **shared knowledge** on evaluating GEAPs in research institutions.

The evaluation has a **double role** inside GENOVATE

**Evaluation of the  
GENOVATE project as a  
whole**

**Evaluation of Gender  
Action Plans (GEAPs)**

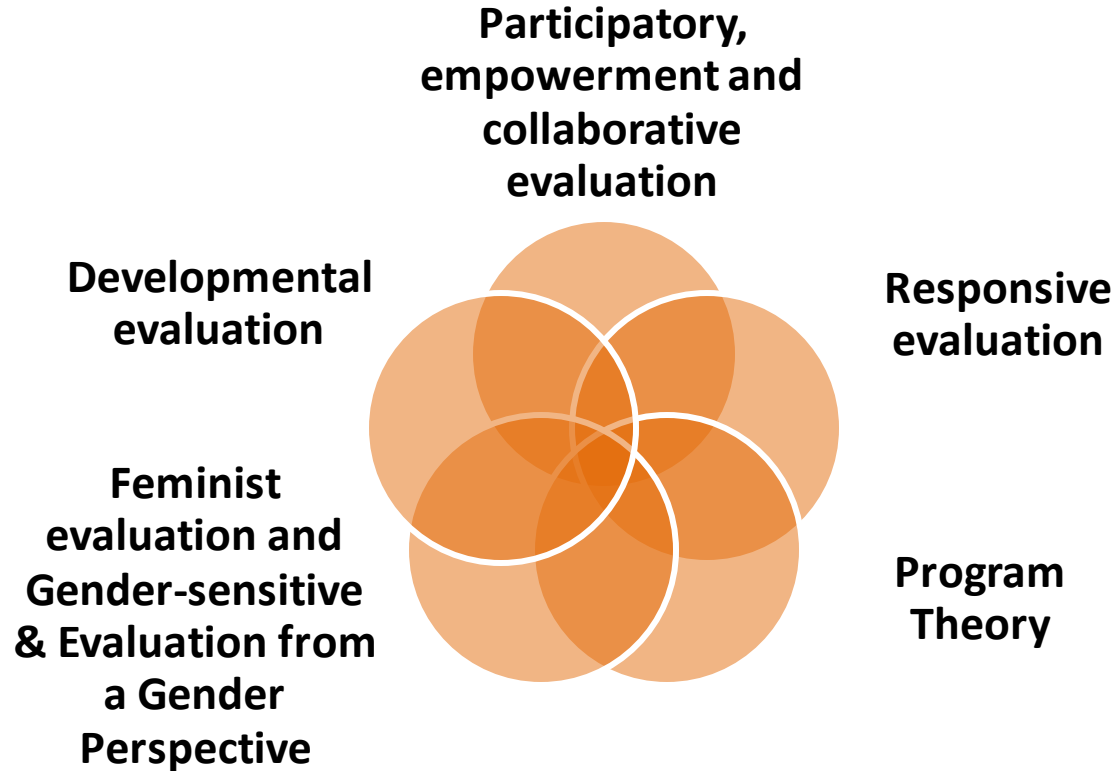
# 3. The evaluators' adventure...

## A model under construction



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# Our evaluation model is based on...



# Evaluation approaches and our evaluation model (I)

| Evaluation approaches   | Contribution to our evaluation model   |
|---|--|
| <b>Participatory, empowerment and collaborative evaluation</b><br>(Guba & Lincoln, 1989; Fetterman et al., 1997; Monnier, 1996, etc.) | <ul style="list-style-type: none"><li>- <b>Evaluating together</b> to learning together about evaluation and about gender change.</li><li>- Empowerment is promoted through <b>capacity building</b> through the evaluation process.</li></ul> |
| <b>Responsive evaluation</b><br>(Stake, 1976 and onwards)   | <ul style="list-style-type: none"><li>- Evaluation for <b>understanding programs</b> over summative judging.</li><li>- Evaluation to give answer to <b>specific context</b> of each GEAP. There is not an universal model.</li></ul>           |
| <b>Program Theory</b><br>(Rogers and Funell, 2011)  | <ul style="list-style-type: none"><li>- Identification of the <b>program theory</b> to help partners to share and understand what we are doing, how and why.</li></ul>   |

# Evaluation approaches and our evaluation model (II)

| Evaluation approaches   | Contribution to our evaluation model  |
|---|---|
| <p><b>Feminist evaluation</b> (Sharon y Brisolará, 2002; Hay, 2012; Seigart et al. 2014) <b>and Gender-sensitive &amp; Evaluation from a Gender Perspective</b> (UNWomen and UNEG, 2012; Espinosa, 2013; Bustelo, forthcoming 2015, etc.)</p> | <ul style="list-style-type: none"><li>- Evaluation as an exercise that pays attention to <b>structural and systemic gender inequities</b></li><li>- Evaluation as a <b>political activity</b></li><li>- <b>Knowledge</b> as a powerful and temporally contingent resource that should be created, hold and share with people</li></ul>              |
| <p><b>Developmental evaluation</b> (Patton, 2011; Dickson and Saunders, 2014)</p>   | <ul style="list-style-type: none"><li>- Evaluation as a process to <b>support innovation</b> within evolving and dynamic programs and institutions.</li><li>- <b>Uncertainty and unpredictability</b> are expected and there is a need to remain mindful of the evolution of the program being evaluated and to respond to those changes.</li></ul> |

# What have we done regarding the evaluation of GENOVATE as a whole?

**Periodic Rapid Evaluation feedbacks (REF)**  
**Annual On-going Evaluation reports**  
**Evaluation Recommendations Action Plan (ERAP)**  
**General feedback in Annual Conventions**



- Collaborative review of GENOVATE program theory and elaboration of the evaluation matrix
- Questionnaires to partner teams
- Skype interviews with partner teams
- Participant observation in Virtual meetings and other activities
- Evaluation seminars, evaluation webinars and on-site visits

## What have we done regarding the support to the GEAPs' evaluation?

**Evaluation toolkit : “Evaluation Step by step” Guide  
Peer Learning Map: basis for developing guidelines for evaluating  
GEAPs**



- ‘Evaluation seminars’ at the GENOVATE annual Conventions: training in evaluation.
- On-site visits (the evaluation team visits each partner institution once).
- Specific follow-up and technical assistance for each partner institution and GEAP.



# 4. Main lessons learned and resistances



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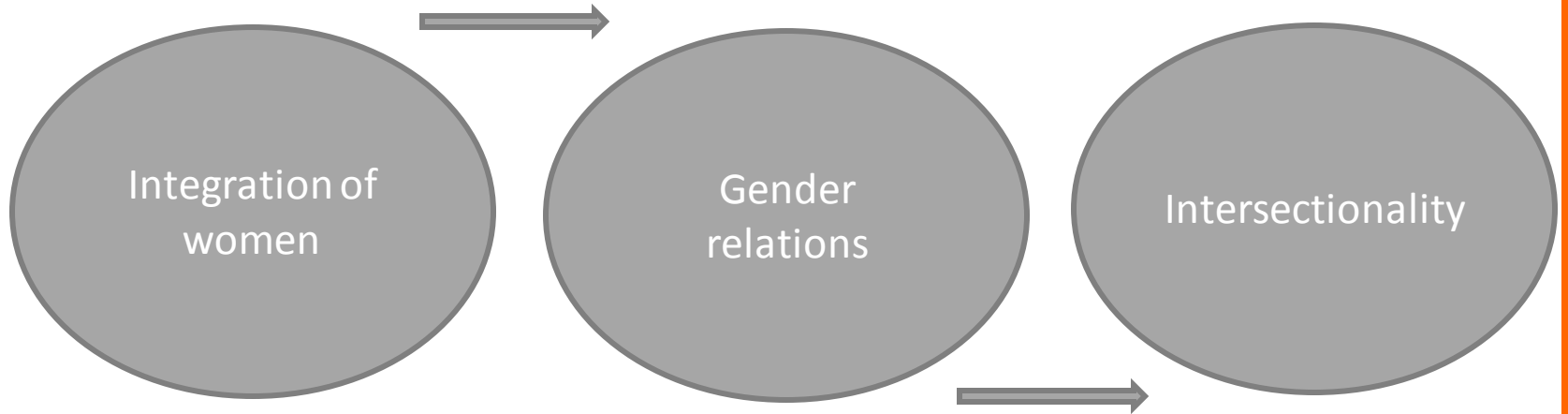
- **Myths of evaluation**

- There are **pre-fixed ideas** about what an evaluation is and how it should be.
- Preference for:
  - **Predefined evaluation criteria** (efficiency, effectiveness, impact) and not inclusion of specific criteria or evaluation questions.
  - **Quantitative indicators** vs. qualitative indicators.

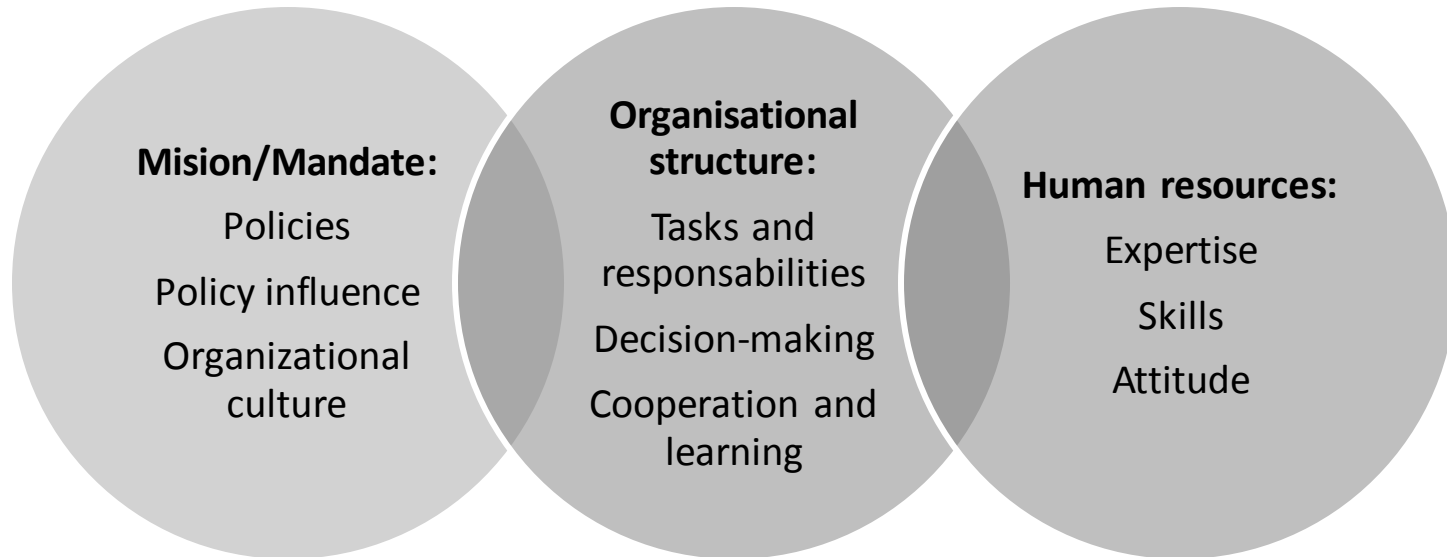
- **Capacity building** in evaluation is key but not easy to promote.
  - There is not a consolidated **evaluation culture** inside the partner institutions.
  - People are very interested in evaluating but they do not have **specific evaluation capabilities**.
  - More **time, spaces and resources** are necessary to train in evaluation.

- **Work together in evaluation** implies to pay attention and give response to the different contexts.
  - Recognizing **similarities and differences**, learning from each other and understanding for **coping with complexity**.
  - Finding ways for working in an **“asynchronous” response model**.
  - **Accompanying, following and adapting** to what we encounter.
  - Evaluator’s role: helping the projects to keep an **overall view** and be attentive to **opportunities for development and improvement**.

- **Evaluation of gender equality** needs to recognize the **different starting points**.



- **Evaluation of organizational change pro- gender equality** requires look at the specific **organization elements and explore resistances.**



Adapted from Mukhopadhyay, Steehouwer and Wong (2006) *Politics of Possible. Gender mainstreaming and organisational change*

# Thank you so much for your attention!

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