Inclusive Systemic Evaluation for Gender equality, Environments and Marginalized voices: A new approach for the SDG era.

#ISE4GEMs
Introductions

Shravanti Reddy, Evaluation Specialist, Independent Evaluation Office, UN Women
• UN Women and other UN agencies for a decade, development experience in Africa and Asia
• Former co-Chair of the UNEG Taskforce on Human Rights & Gender Equality that developed guidance and lead for methodological development UN Women IEO

Anne Stephens, PhD, James Cook University
• Sociologist, critical systems thinking theorist, teacher and research manager, health/education evaluations for Northern Australian communities
• DFAT Endeavour Fellowship

Ellen Lewis, PhD
Centre for Systems Studies, University of Hull, United Kingdom
Organisation Development Consultant
• Welcome & Introductions – Method Moment
• Change Management
• Introduction to Systems Thinking
• BREAK – 20 minutes
• GEMs Framework
• ISE4GEMs Approach and Systemic Theory of Change
• 12:15 LUNCH 60 Minutes
• Evaluation Preparation & Design
• Data Collection
• BREAK – 20 Minutes
• Data Analysis, Interpretation
• Capacity Development for Social Change
• Evaluations – EES and ISE4GEMs
• Closing
• 18:00 END
By the end of this workshop, participants will be able to:

- List 1-2 activities that can be used to create a safe, inclusive, participatory environment for learning
- List qualities of systems thinker and an ISE4GEMS practitioner
- Describe key components of systems thinking and their relationship to conducting an ISE4GEMS evaluation
- Use the ISE4GEMS Chapter 5 – Planning, to develop an evaluation plan of their own chosen project
- Have knowledge of the ISE4GEMs data collection and analysis phases, and where to find practitioner tools and guidance to support them to use this approach in these phases of their evaluation.
- Others?
INCLUSIVE SYSTEMIC EVALUATION
FOR GENDER EQUALITY,
ENVIRONMENTS AND MARGINALIZED
VOICES (ISE4GEMs):
A new approach for the SDG era.
Priya Alvarez, Independent Evaluation Office, UN Women, United States

Yasmine Ergas, School of International and Public Affairs, Columbia University, United States

Buyana Kareem, Uganda Management Institute Department of Public Administration

Margaret Korosec, OpnUp Ltd., eLearning Consulting, United Kingdom

Donna M. Mertens, Gallaudet University, United States

Gerald Midgley, University of Hull Business School, Centre for Systems Studies, United Kingdom

Dr. Alexandra Pittman, Impact Mapper, United States

Martin Reynolds, School of Engineering and Innovation, Open University, United Kingdom

Ratna Sudarshan, Independent Researcher, former Director Institute of Social Studies Trust, India

Juha Uitto, Independent Evaluation Office, Global Environment Facility, United States

Bob Williams, Independent Evaluation and Systems Thinking Consultant, New Zealand
Part A (Practitioner Theory)

Chapters:
1. Introduction
2. Systems Thinking
3. The GEMs Framework
4. ISE4GEMs Approach and the SToC

Part B (Practitioner Approach)

Chapters:
5. Evaluation Preparation and Design
6. Data Collection
7. Data Analysis, Interpretation and Reporting
8. Capacity Development for Social Change
Part A
Practitioner Theory
ISE4GEMs
Chapters 1
The ISE Approach: Background

Anne Stephens (2013)

Centre for Systems Studies

Gendered Systemic Analysis: Systems Thinking and Gender Equality in International Development

Thesis submitted for the Degree of Doctor of Philosophy in Systems Studies

Ellen D. Lewis (2016)
The ISE Approach: Background
Purpose of ISE4GEMs

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE, JUSTICE AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS
ISE4GEMs

Chapters 2
The relationship of the 17 UN Sustainable Development Goals (SDGs) to the framework of ecological economics and the overarching goal of a sustainable, equitable, and prosperous system. Costanza et al. 2016. Modelling and measuring sustainable wellbeing in connection with the UN Sustainable Development Goals. *Ecological Economics.*
Complexity Science

- Uncertainty
- Emergence
- Feedback
- Intersectionality
What is ‘systemic’ thinking?

**Systematic** analysis implies a thorough, predictable, and controlled process which is essentially reproducible but may not consider all the interactive parts of the system and stakeholders.

**Systemic** analysis encourages a critical and holistic analysis of the opportunities, constraints, and relationships of parts within a system, analyzing the system as a whole.
1. What are the parts of this system?
2. What could impact, influence, change this system?
   - Interrelationships: connections between people, things or ideas.
   - Perspectives: different ways a situation can be viewed or understood: formed by values, beliefs and what we know about the world.
   - Boundaries: the limitations of understanding of a situation. Defined by our knowledge, resources, ideas, values, biases, priorities or perspectives.
BREAK
20 Minutes
Chapter 3
The GEMs Framework
Systemic evaluation is inclusive of the complex dimensions of Gender equality, Environments and other Marginalized voices – the ‘GEMs’.

The GEMs dimensions provide evaluators a wide set of new, intersectional combinations in which to undertake their analysis.

How can systemic thinking be used to make decisions about which of these should be included within the boundaries of evaluation?
Gender equality

defined broadly here to refer to women and men, transgendered and intersex identities, captured partly in terms such as lesbian, gay, bisexual, transgender, queer or questioning, and intersex (LGBTQI).

gender-responsive analysis or evaluation may be limited if it does not attempt to address the root causes of inequalities in people’s lives

The aim is to contribute to the redefinition of the systems and institutions where inequalities were created and maintained. It is intuitively systemic.
Environments

A call for **greater efforts** to review and assess the impact of social interventions on environments.

“Environments” captures both human-made and natural socioecological landscapes and systems.

Liveability, health, sustainability is “inhabitability” -

- Does an intervention leave a place more inhabitable?
- How has degradation changed the quality of life?
- Consideration of flora and fauna?

How do we give ‘voice’ to environments as ‘stakeholders’?
Marginalized voices

Groups of people and their attributes pushed to the margins of society and assigned lesser importance, discriminated against or excluded

Elders, youth, LGBTQI, ethnic and religious groups, gender, disabled, indigenous, migrant, refugee, and people living with HIV/AIDS.

Non-human ‘voices’ such as flora and fauna, culture, languages, ideas, etc.

It is a form of acute and persistent disadvantage or being neglected rooted in structural and social inequalities.
ISE4GEMs practitioners are acutely attentive to power dynamics.

We think about power as forces or fields of action.

When we enter the concept of boundaries, social boundaries define fields of possibilities and constraints on social action.

We question our position in the system, differences between us and our stakeholders; we ask questions about differences that matter, issues and causes of oppression and safety.
It is important to discuss each dimension but we do not wish to infer that they are siloed concepts.

The GEMs dimensions overlap, and we see a connection between them through “continuums of marginality”—an idea we will return to after the break.
BREAK
20 Minutes
Case study

Using the case study provided, in your group review the GEMs dimensions.

Do you think we will find representation of each dimension in the case study?
• Inter-relationships
• Perspectives
• Systems boundaries, boundary analysis and reflection
Gender equality

- Non-binary

- Gender-responsive evaluation: to reveal, describe and explain different impacts on men’s, women’s, boy’s, girl’s, intersex and transgendered people’s lives
Environments

- Marginalized stakeholder
- Dual effects
- Material and cultural
- Human-made and natural
The GEMs Framework

**Marginalized voices**

- Marginalized and silenced people of concern to an intervention
- Is not pre-defined and context-specific
- Elders, youth, LGBTQI, ethnic, religious groups, gender, ability, indigenous, migrant, refugee etc., people or things, i.e. ecological systems
- Acute and persistent disadvantage
Chapter 4

ISE4GEMS APPROACH AND THE STOC
Chapter 4

ISE4GEMS APPROACH AND THE STOC
The ISE4GEMs

Marginalized voices

Gender equality

Environments
LUNCH
1 HOUR
Essence of Change

WOMEN? THEY ARE TOO BUSY TO DISCUSS WATER!
Levels of Change

1. Minor change in tasks or processes involving learning a new skill (e.g., submitting reports in a new format and to a new person).

2. A more significant change in tasks and processes (e.g., change from a file system to a database)

3. A change within the existing paradigm (e.g., doing for clients to helping clients do it themselves)

4. A change of paradigm (e.g., change from mission based administration to business based administration)
1. **Appeal to reason and self-interest** (e.g., provide explanations of the importance of change, share data; it assumes rationality)

2. **Appeal to internal motivation** (relies on motivation; emphasizes the client system, addressing attitudes, values, norms, and the external and internal relationships)

3. **Build in accountability** (i.e., it’s about compliance)
Change Management & SDGs

- Change is a shift in the external world.

- Transition is an internal process that people go through in response to the shift.

*Figure 1: Basic Change Management Model*

*Change Management: The ability to lead the transition of people, processes and results from a current state to a future (different) state.*
It’s not so much that we’re afraid of change or so in love with the old ways, but it’s that place in between that we fear… It’s like being in between trapezes. It’s Linus when his blanket is in the dryer. There’s nothing to hold on to. ~ Marilyn Ferguson
Significant Change Events

**ENDINGS**
- Denial
- Anxiety
- Shock

**EXPLORATION**
- Fear
- Anger
- Frustration
- Confusion

**NEW BEGINNINGS**
- Enthusiasm
- Energy
- Hope
- Impatience
- Acceptance
- Skepticism
- Creativity
- Stress
- Approach-Avoidance

Productivity
Morale
Dynamics of Change

1. Change impacts people cognitively, emotionally, and physically.
   People will feel awkward, ill-at-ease and self-conscious.

2. People initially focus on what they have to give up. Change often involves a loss and people go through the loss curve.

3. People will feel alone even if everyone else is going through the same thing.

4. People can only handle so much change.

5. People are at different levels of readiness for change.

6. Change creates confusion and unpredictability
Reflect on where you think you are regarding the individual stages of change and share with a neighbor.
Kotter’s Change Model

1. Increase Urgency
2. Find Champions
3. Articulating the Vision
4. Communicate Change Positively
5. Create Movement
6. Low Hanging Fruit
7. Don’t let up
8. Change Culture
Part B
Practitioner Approach
Chapter 5
EVALUATION PREPARATION AND DESIGN
Key elements:

- Systemic theory of change
- Ethics
- Validity and rigor
- Transdisciplinary mixed methods
- Capacity development
- Attributes and competencies
Part B – Practitioner Approach

The ‘plan, action, reflect’ cyclical phases of Inclusive Systemic Evaluation

Phase I: Preparation and design
Phase II: Data collection
Phase III: Data analysis, interpretation and reporting
Phase IV: Knowledge sharing and capacity building
Chapter 5 - Planning and Design

- First Boundary (Systematic): Build a Boundary Story of the Intervention
- Second Boundary (Systemic): The boundary of your evaluation
## ISE4GEMs Planning Tool

### Inclusive Systemic Evaluation for GEMs

**Tool 6: ISE4GEMs Planning Tool**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Evaluation Title:</th>
<th>Evaluator/Co-Evaluators</th>
</tr>
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</table>

**STOC:**
Theories of change underpinning the evaluation of change processes throughout the evaluation

<table>
<thead>
<tr>
<th>Evaluation purpose, objectives and use</th>
<th>GEM Criteria</th>
<th>Evaluation Key Questions</th>
<th>Evaluation Indicators</th>
<th>Data Collection Methods</th>
<th>Alternative Options</th>
<th>Data Source/s &amp; Stakeholders</th>
<th>Identified Ethical Risks and Safeguards</th>
<th>Data management and storage</th>
<th>Capacity Building Plan &amp; Knowledge Sharing</th>
<th>Timeline &amp; Resources</th>
</tr>
</thead>
</table>
| Why is this evaluation being undertaken? | On what basis are these GEMs dimensions deemed salient? | To what degree are the GEMs dimensions apparent in the Boundary Story and evaluable? | M&E framework or adapted from external sources? | Interdisciplinary mixed methods to integrate different data sets examine the:  
  • Cause marginalization, gender inequality and damage to environments, as well as  
  • Produce locally defined, beneficial improvements and social change | | | | | | | |
| What need will it serve? Who will be interested or able to use it and how? | | | | | | | | | | | |
| How will it help others and build individual, organizational or state capacity? | | | | | | | | | | | |

### Why is this evaluation being undertaken?

- On what basis are these GEMs dimensions deemed salient?
- To what degree are the GEMs dimensions apparent in the Boundary Story and evaluable?
- M&E framework or adapted from external sources?
- Interdisciplinary mixed methods to integrate different data sets examine the:
  - Cause marginalization, gender inequality and damage to environments, as well as
  - Produce locally defined, beneficial improvements and social change

### Data management and storage

- How is data and associated materials to be managed, stored, documented and secured?
- Review of Step 2 and ethics protocols and develop safeguard strategies
- How is data and associated materials to be managed, stored, documented and secured?
- Anticipating knowledge and capturing emergent outcomes
- Feasibility, resources and time frames
Chapter 6
DATA COLLECTION
Chapter 6 - Data Collection

- Cycles of data collection
- Multiple boundaries stories
- Transdisciplinary mixed methods
- Capturing and addressing emergent issues
Chapter 7
DATA ANALYSIS, INTERPRETATION AND REPORTING
• Systemic Triangulation

• Systemic Theory of Change
Chapter 8
CAPACITY DEVELOPMENT FOR SOCIAL CHANGE
• Capacity development
• Communicating Results
• Knowledge sharing
GLOSSARY
ISE4GEMs TOOLS
(11 TOOLS)
Use of ISE4GEMs

- Evaluation of Cultural Sustainability (UNESCO)
- Corporate Evaluation of WLPP (UN Women)
- Evaluation of Mayan Traditions Foundation (Guatemala - 3F Funding)
- Article in Tavistock Institute Journal ‘Evaluation’
- Inclusive Systemic Thinking Book with Routledge (2019)
- Community Rangers Programme (RRRC PNG, TBC)
- World Vision (Australia)
- International Women’s Development Agency (IWDA) (Australia)
- Global Challenge Research Fund – Positive Peace (UK & Global Partners)
- American Society of Anesthesiologists (USA – 2018)
- Australian Research Council – ISE4GEMs for domestic violence prevention effectiveness study (Australia)
What’s next?

- IEO Comments
- Copy-editing and online design
- Dissemination and roll-out
- Funding for printing and translation
Workshop Evaluations

Ours

• What worked well?
• What would you do differently?

• EES Form
Co-Authors

Shravanti Reddy
shravanti.reddy@unwomen.org

Anne Stephens
anne@ethosofengagement.com

Ellen Lewis
ellen@ethosofengagement.com