



European Institute
for Gender Equality

**GREEN DEAL &
GENDER EQUALITY**



HYDROGEN
ENERGY
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Gender Mainstreaming

**Gender-responsive evaluation
for a sustainable future for all:
GREENA step-by-step toolkit**

Gender-responsive evaluation for a sustainable future for all: GREENA step-by-step toolkit



European Institute for Gender Equality

We are an independent centre and the primary source for information on gender equality in the European Union. We contribute to making the European Union become a Union of Equality, where women and men, girls and boys in all their diversity are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our societies.

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European Institute for Gender Equality, EIGE
Gedimino pr. 16
LT-01103 Vilnius
LITHUANIA
Tel. +370 52157444

Email: eige.sec@eige.europa.eu

Find us on:



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The toolkit is available online through EIGE's 'Step-by-step toolkits' section on the Gender Mainstreaming Platform: <https://eige.europa.eu/gender-mainstreaming/toolkits>. The platform helps to improve individual and institutional competences to mainstream gender in the different sectorial areas and throughout the different stages of the development of any policy/programme/project.

Authors:

Cecilia Francisco Carcelén, Hedvika Janečková, Simon Carpentier, Lisa Traynor (PPMI Group), Joanna Hofman, Stijn Hoorens, Tamara Strabel, Ana FitzSimons (RAND Europe) and Cecilia Moreno Cruz (independent expert on climate change and gender equality).

Contributors and quality assurance:

Elena Anchevska, Carla Bernardo, Helena Morais Maceira, Erika Negri, Ligia Nobrega (EIGE); Mar Camarasa Casals, Barcelona City Council; Dr Julia Espinosa-Fajardo, University of Seville; Raul Guerrero, independent evaluation and gender expert; Dr Ana Puy, Spanish Ministry for the Ecological Transition and the Demographic Challenge.

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Contents

| | |
|-------------------------------------------------------------------------------------------------------------------------|------------|
| Abbreviations | 6 |
| 1. About the GREENA toolkit | 8 |
| 1.1. When should you use this toolkit? | 8 |
| 1.2. Who is this toolkit for? | 8 |
| 1.3. Structure of the toolkit | 9 |
| 1.4. Guiding you through the toolkit | 9 |
| 2. What is a gender-responsive evaluation? | 11 |
| 2.1. Gender-responsive evaluation as a tool for gender mainstreaming | 11 |
| 2.2. Gender-responsive evaluation for a sustainable future for all | 12 |
| 3. Why is gender-responsive evaluation essential within the EU evaluation framework and the European Green Deal? | 15 |
| 3.1. EU commitments to identify and assess gender impacts in evaluation in the context of the European Green Deal | 16 |
| 4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools | 24 |
| BEFORE YOU START THE EVALUATION | 24 |
| TOOL 1. Assessing the gender evaluability of the intervention | 24 |
| TOOL 2. Attracting institutional support and engagement | 32 |
| PREPARING THE EVALUATION STRATEGY | 35 |
| TOOL 3. Establishing the evaluation team | 35 |
| TOOL 4. Defining the evaluation criteria, questions and indicators | 39 |
| TOOL 5. Designing the methodological approach and tools | 62 |
| TOOL 6. Evaluating gender equality as a horizontal principle | 72 |
| TOOL 7. Using gender-responsive strategic foresight in your evaluation | 90 |
| TOOL 8. Identifying the gender implications of environmental impacts | 97 |
| CONDUCTING THE EVALUATION | 110 |
| TOOL 9. Embedding gender equality throughout your fieldwork | 110 |
| REPORT WRITING AND DISSEMINATION OF EVALUATION FINDINGS | 115 |
| TOOL 10. Drafting the evaluation report and preparing lessons learned | 115 |
| TOOL 11. Dissemination of evaluation findings and follow-up actions | 126 |
| 5. Resources | 132 |
| 5.1. Further information and background material | 132 |
| 5.2. Glossary | 133 |
| 5.3. References | 137 |

List of figures

| | |
|---------------------------------------------------------------------------|-----------|
| Figure 1. GREENA toolkit structure | 7 |
| Figure 2. Framework for gender-responsive EU evaluations | 17 |
| Figure 3. Checklist for establishing an evaluation team | 36 |
| Figure 4. Reconstructing a gender-responsive logic of intervention | 40 |
| Figure 5. Six key dimensions of gender impacts | 73 |
| Figure 6. The EU strategic foresight methods () | 91 |

List of tables

| | |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| Table 1. Essential elements of gender-responsive evaluation for a sustainable future for all | 12 |
| Table 2. EIGE's minimum criteria to assess the intervention's approach to gender equality | 29 |
| Table 3. Examples of gender-responsive evaluation indicators in the context of the green transition | 46 |
| Table 4. Agriculture: example of a gender-responsive evaluation matrix | 52 |
| Table 5. Energy: example of a gender-responsive evaluation matrix | 56 |
| Table 6. Transport: example of a gender-responsive evaluation matrix | 59 |
| Table 7. How to employ an (eco)feminist approach in evaluations: key steps | 63 |
| Table 8. How to ensure that standard data collection methods integrate gender equality and environmental concerns | 65 |
| Table 9. How to assess interventions funded by Horizon Europe | 84 |
| Table 10. How to assess interventions under the CPR | 87 |

List of boxes

| | |
|---------------------------------------------------------------------------------------------------------------------|-----------|
| Box 1. The three Rio Conventions | 20 |
| Box 2. What is a gender-responsive evaluation for a sustainable future for all? | 24 |
| Box 3. Positive and negative gender impacts | 25 |
| Box 4. How to move forward with a gender-responsive evaluation | 31 |
| Box 5. How to deal with resistance | 33 |
| Box 6. End-of-phase checklist: before you start the evaluation | 34 |
| Box 7. Developing an evaluation's tender specifications considering gender and environmental expertise | 37 |
| Box 8. Example: requirements for a gender-balanced team and expertise under the selection and award criteria | 38 |
| Box 9. Learn more: mainstreaming gender and environment across the evaluation criteria | 41 |
| Box 10. Learn more: additional evaluation criteria for gender mainstreaming | 42 |























| | |
|----------------------------------------------------------------------------------------------------------------------------------|------------|
| Box 11. How to define gender-responsive evaluation subquestions in the context of the green transition | 43 |
| Box 12. Further guidance on developing gender-responsive evaluation questions in the context of the green transition | 45 |
| Box 13. Tips: how to deal with data limitations | 48 |
| Box 14. EU SDG indicators | 49 |
| Box 15. How to incorporate a gender perspective into the methodological design of public procurement procedures | 62 |
| Box 16. Other evaluation methods: an (eco)feminist cost–benefit analysis | 68 |
| Box 17. Consultations for Commission evaluations () | 69 |
| Box 18. Example: gender-responsive evaluation using participatory methods – night transportation in the city of Nantes () | 71 |
| Box 19. Gender equality as a horizontal principle | 72 |
| Box 20. Gender equality in other EU funds | 72 |
| Box 21. The gendered impacts of energy poverty | 75 |
| Box 22. The gendered impacts of the under-representation of women in climate discussions | 76 |
| Box 23. The gendered impacts of gender norms and stereotypes on sustainable behaviours | 78 |
| Box 24. The gendered impacts of energy efficiency policies | 79 |
| Box 25. Sexual harassment and gender-based violence on public transport | 81 |
| Box 26. Gender equality in transport policies | 82 |
| Box 27. More resources for assessing gender impacts and gender mainstreaming in interventions | 89 |
| Box 28. The role of gender-responsive foresight in EU evaluations | 90 |
| Box 29. How to plan gender-responsive strategic foresight | 93 |
| Box 30. How to ensure that your chosen foresight method is gender-responsive: relevant questions | 94 |
| Box 31. Examples of foresight methods that take a gender perspective | 95 |
| Box 32. How to analyse the implications of gender-responsive strategic foresight | 96 |
| Box 33. Environmental impacts in the EU | 97 |
| Box 34. Example: gender mainstreaming for the conservation of biodiversity and human health | 103 |
| Box 35. Example: gender and intersectional inequalities in pollution | 103 |
| Box 36. Example: women in sustainable farming | 107 |
| Box 37. End-of-phase checklist: preparing the evaluation strategy | 109 |
| Box 38. How to embed gender equality throughout the fieldwork period: practical advice | 110 |
| Box 39. How to carry out data collection: specific guidance | 112 |
| Box 40. Example of a study assessing gender equality and the role of women in decarbonising transport () | 112 |
| Box 41. Example of a study assessing the gender dimensions of electric transport | 113 |
| Box 42. End-of-phase checklist: conducting the evaluation | 114 |
| Box 43. The EU ‘evaluate first’ principle | 115 |
| Box 44. How to report on gender impacts | 116 |
| Box 45. Negative gender impacts | 117 |
| Box 46. How to address negative gender impacts in recommendations | 118 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------|------------|
| Box 47. Example: a policy promoting positive gender impacts (pension reform) | 119 |
| Box 48. Actions to take to ensure future interventions are gender-responsive | 120 |
| Box 49. How to draft gender-responsive recommendations and lessons learned | 121 |
| Box 50. Real example: impact of a power plant on women and gender-responsive recommendations | 122 |
| Box 51. Fictional example: reporting on gender impacts and providing gender-responsive recommendations to support farmers | 123 |
| Box 52. How to incorporate a gender perspective into your evaluation report | 125 |
| Box 53. Disseminating the findings of a gender-responsive evaluation | 126 |
| Box 54. How to draft a dissemination plan | 127 |
| Box 55. How to disseminate your evaluation findings: other methods | 127 |
| Box 56. Further resources on communicating with a gender perspective | 128 |
| Box 57. How to report on evaluation findings and recommendations in annual activity reports | 128 |
| Box 58. Fictional example: introducing mitigating strategies in a transport intervention | 129 |
| Box 59. Final checklist: report writing and dissemination of evaluation findings | 130 |

Abbreviations

| | |
|--------|----------------------------------------------------------------------------------|
| AfDB | African Development Bank |
| AMIF | Asylum, Migration and Integration Fund |
| BMVI | Border Management and Visa Instrument |
| BPfA | Beijing Platform for Action |
| CAP | common agricultural policy |
| CBD | Convention on Biological Diversity |
| CF | Cohesion Fund |
| COP | Conference of Parties |
| CPR | common provisions regulation |
| DG | Directorate-General |
| DNSH | do no significant harm |
| EIGE | European Institute for Gender Equality |
| EMFAF | European Maritime, Fisheries and Aquaculture Fund |
| ERDF | European Regional Development Fund |
| ESF+ | European Social Fund + |
| FAO | Food and Agriculture Organization of the United Nations |
| GEP | gender equality plan |
| GREENA | gender-responsive evaluation for an environmental and sustainable future for all |
| GRPP | gender-responsive public procurement |
| ISF | Internal Security Fund |
| JTF | Just Transition Fund |
| MFF | multiannual financial framework |
| NGO | non-governmental organisation |
| OECD | Organisation for Economic Co-operation and Development |
| RRF | Recovery and Resilience Facility |
| SDG | sustainable development goal |
| SREI | Sustainable Rural Empowerment Initiative |
| STEM | science, technology, engineering and mathematics |
| UNEGG | United Nations Evaluations Group |
| UNFCCC | United Nations Framework Convention on Climate Change |

Figure 1. GREENA toolkit structure

| | | |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ABOUT THE GREENA TOOLKIT | |   |
| WHAT IS A GENDER-RESPONSIVE EVALUATION? | |   |
| Gender-responsive evaluation as a tool for gender mainstreaming | | |
| Gender-responsive evaluation for a sustainable future for all | | |
| WHY IS GENDER-RESPONSIVE EVALUATION ESSENTIAL WITHIN THE EU EVALUATION FRAMEWORK AND THE EUROPEAN GREEN DEAL? | |   |
| EU commitments to identify and assess gender and environmental impacts in evaluation | | |
| HOW TO IMPLEMENT A GENDER-RESPONSIVE EU EVALUATION FOR A SUSTAINABLE FUTURE FOR ALL: PRACTICAL TOOLS | | |
| BEFORE YOU START THE EVALUATION | TOOL 1. Assessing the gender evaluability of the intervention |  |
| | TOOL 2. Attracting institutional support and engagement |  |
| PREPARING THE EVALUATION STRATEGY | TOOL 3. Establishing the evaluation team |  |
| | TOOL 4. Defining the evaluation criteria, questions and indicators |   |
| | TOOL 5. Designing the methodological approach and tools |   |
| | TOOL 6. Evaluating gender equality as a horizontal principle |  |
| | TOOL 7. Using gender-responsive strategic foresight in your evaluation |  |
| | TOOL 8. Identifying the gender implications of environmental impacts |  |
| CONDUCTING THE EVALUATION | TOOL 9. Embedding gender equality throughout your fieldwork |  |
| REPORT WRITING AND DISSEMINATION OF EVALUATION FINDINGS | TOOL 10. Drafting the evaluation report and preparing lessons learned |   |
| | TOOL 11. Dissemination of evaluation findings and follow-up actions |  |
| RESOURCES | |   |

1. About the GREENA toolkit



The gender-responsive evaluation for an environmental and sustainable future for all (GREENA) step-by-step toolkit provides practical know-how to assess gender impacts and the implementation of **gender-responsive evaluation** of EU policies and programmes. The toolkit has been contextualised to support the evaluation of European Green Deal ⁽¹⁾ policies with a gender perspective, given its relevance as a current EU priority and the urgency to ensure a gender-responsive green transition ⁽²⁾.

Specifically, the toolkit includes examples from four policy areas: **transport, energy, agriculture** and the **circular economy**. In the context of the European Green Deal, these policy areas are highly relevant to the EU's efforts to mitigate climate change and environmental degradation, owing to their environmental and economic significance, and their impact on social well-being, particularly gender equality. The GREENA toolkit provides a **unique tool to identify the gender implications of environmental issues** and assess them with a gender and intersectional perspective.

The GREENA toolkit aims to facilitate gender-responsive evaluations that contribute to a sustainable future for all. For that purpose, the toolkit also includes guidance for conducting gender-responsive strategic foresight analysis to ensure that the **EU efforts towards a green transition are just and leave no one behind today and for future generations**.

At the same time, the GREENA toolkit provides practical guidance to ensure that EU evaluations **consider gender equality at every stage of the process**, from establishing the evaluation team,



through fieldwork, to writing the evaluation report. Because of that, the toolkit can be used across **various policy areas**, including those beyond gender equality or the environment.

1.1. When should you use this toolkit?

You will find the GREENA toolkit useful if you are **evaluating an intervention**, whether mid-term or *ex post*. The toolkit provides concrete guidance on how to integrate a gender perspective into each step of the evaluation cycle. Some tools may also be relevant to those conducting *ex ante* evaluations or impact assessments ⁽³⁾.

The toolkit is useful for **evaluating different types of interventions**, namely policies, programmes, projects and legislation. You can also apply it to 'fitness checks' – that is, joint evaluations of two or more interventions within the same policy area.

1.2. Who is this toolkit for?

The **target users** of this toolkit are **public administration staff, namely policy officers, monitoring and evaluation officers and policy-makers in the EU**. The toolkit addresses both those who commission an evaluation (**commissioners** ) and those who conduct an evaluation (**evaluators** ) – see icons in [Figure 1](#).

The GREENA toolkit will also benefit the following users.

⁽¹⁾ The European Green Deal is the EU's key response to the climate and environmental emergency. See Commission communication – The European Green Deal (COM(2019) 640 final).

⁽²⁾ The green transition refers to the EU's transformation into a climate-neutral continent by 2050, as required by the European Green Deal. See Commission communication – The European Green Deal (COM(2019) 640 final).



⁽³⁾ For a dedicated resource on gender impact assessment, please see EIGE, *Gender Impact Assessment – Gender mainstreaming toolkit*, Publications Office of the European Union, Luxembourg, 2017 (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>).

- **Those who manage, implement or evaluate funds**, particularly funds that establish gender equality as a horizontal principle ⁽⁴⁾, at either the EU or Member State level, including the national, regional and local levels.
- While this toolkit focuses on evaluations, it also provides relevant guidance for **those conducting and contributing to impact assessments** ⁽⁵⁾ and **strategic foresight** ⁽⁶⁾.
- The toolkit can also be an important point of reference for other stakeholders, such as **non-governmental organisations (NGOs) and gender equality experts**. It can support them in assessing the performance of authorities in delivering on their commitments and obligations to identify and assess gender impacts, including the gender implications of environmental issues.

The toolkit will also be useful for awareness-raising and advocacy activities promoting gender-responsive evaluation, the assessment of gender impacts and the integration of gender equality concerns under the European Green Deal. Some parts of the toolkit also provide inspiration for evaluating the programmes of NGOs.

1.3. Structure of the toolkit

The GREENA toolkit contains 11 individual tools to help you implement a gender-responsive evaluation within the context of the European Green Deal to ensure a sustainable future for all. The tools are organised to provide support at

various points during the evaluation process, from kickstarting the evaluation to the dissemination of findings. The tools complement each other but may also be used independently at different moments. Some tools will primarily benefit the **commissioners**  of evaluations, while others are aimed at **evaluators** . Some tools will be helpful to both commissioners and evaluators.

1.4. Guiding you through the toolkit

Throughout the toolkit, you will find hyperlinked text. Follow the links to navigate to other sections of the toolkit. For example, you can go back to [Section 1.2](#) to learn about [Who is this toolkit for?](#)

You will also find various icons and coloured boxes, as shown below. These aim to clarify, step by step, how to implement a gender-responsive evaluation. They provide further explanations, recommendations on how to act, and real or fictional examples. These examples are based on key policies of the European Green Deal, particularly in transport, energy, agriculture and the circular economy, to support a gender-responsive green transition through evaluations. Other examples from outside the European Green Deal are also included, illustrating some key features of a gender-responsive evaluation. Finally, each phase includes an ‘end-of-phase’ checklist to help you assess if you have taken on board the practical advice and guidance throughout the implementation of your evaluation and mistakes to avoid in that phase.

⁽⁴⁾ Namely funds governed by the common provisions regulation (CPR) for 2021–2027 funds, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231. It is also relevant for other EU funds and investments, such as the Recovery and Resilient Facility, funding mobilised in the context of the European Green Deal and Horizon Europe. See more in [Chapter 3](#).

⁽⁵⁾ For a dedicated resource on gender impact assessment, please see EIGE, *Gender Impact Assessment – Gender mainstreaming toolkit*, Publications Office of the European Union, Luxembourg, 2017 (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>).

⁽⁶⁾ See also EIGE (2024), *Fostering a gender and intersectional perspective in EU foresight*.



'How to' boxes include guiding questions, checklists and other practical guidance to implement a gender-responsive evaluation



'Further details' boxes include further details on policy and legal frameworks, conceptual clarifications or other resources



'Practical examples for a gender-responsive green transition' boxes include real and fictional examples



'Other practical examples' boxes provide examples that are beyond the focus of the European Green Deal



'End-of-phase checklist' boxes help assess if you have successfully integrated a gender perspective into the evaluation process and mistakes to avoid during that phase



Last, you will find a home icon at the top of each page. This allows you to return to the summary of tools.

2. What is a gender-responsive evaluation?



2.1. Gender-responsive evaluation as a tool for gender mainstreaming

Gender-responsive evaluation is a critical component of EU policymaking processes. It is a gen-

der mainstreaming method that supports and directs policies to respond effectively to the various needs, priorities and realities of **women and men in all their diversity**.

Women and men in all their diversity



The phrase ‘women and men in all their diversity’ represents an intersectional perspective. It is used in this toolkit to express that, where women or men are mentioned, these are heterogeneous categories. It also aims to affirm the commitment to leave no one behind and achieve a gender-equal Europe for everyone, regardless of sex, racial or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity, rural or urban location, etc. (7).

It is important to consider the interactions between sex and gender and other inequalities in all policymaking because these can have significant impacts on people’s lives and, at worst, lead to multiple and intersecting forms of discrimination and marginalisation (8) (e.g. the lives of an older disabled woman, living in a rural area and with limited access to public transport, and of a young man with a low educational level, unemployed after the closure of a mining industry and living in a gendered social environment, can be very different from that of a young, highly educated, middle-class white woman, or man, living in an urban area).

Gender-responsive evaluation is an assessment that aims to:

- measure progress towards the achievement of the intended gender equality-related objectives and goals set out in policies, programmes and projects;
- evaluate how the relevant processes, activities, outputs, outcomes and impacts of an intervention pay attention to the various needs, priorities and realities of women and men in all their diversity (9).

As a gender mainstreaming method, gender-responsive evaluation can be applied to all types of interventions (policies, programmes, projects and legislation). It goes beyond assessing interventions specifically focused on gender equality. In this way, a gender-responsive evaluation also assesses to what extent an intervention has pursued gender mainstreaming.

(7) Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

(8) Hankivsky, O. and Jordan-Zachery, J. S. (2019), ‘Introduction: Bringing intersectionality to public policy’, in Hankivsky, O. and Jordan-Zachery, J. S. (eds), *The Palgrave Handbook of Intersectionality in Public Policy*, Springer International Publishing, Berlin, pp. 1–28 (https://doi.org/10.1007/978-3-319-98473-5_1).


(9) EIGE (2022), ‘Gender-responsive evaluation’ (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>)

2.2. Gender-responsive evaluation for a sustainable future for all

A **gender-responsive evaluation for a sustainable future for all** aims to follow key principles

of (eco)feminist, transformative and intersectional approaches throughout the evaluation process to recognise the importance of a gender-equal green transition that is just and fair for today and for future generations.

What is an (eco)feminist and transformative approach? ⁽¹⁰⁾


An (eco)feminist and transformative approach aims to address the driving factors behind systemic gender inequalities and structural causes of climate and environmental problems. 

An (eco)feminist approach emphasises the interconnectedness of the climate crisis and structural gender inequalities, and the oppression of structurally disadvantaged groups of women and men based on intersectional inequalities.

A transformative approach aims to identify and address the systemic drivers of gender inequalities. In evaluations, an (eco)feminist and transformative approach aims to inform and transform interventions to deliver on gender equality and environmental objectives, centring a gender-just future, a healthy planet and a care-based economy.

See more about the key elements of gender-responsive evaluation for a sustainable future in [Table 1](#).

Table 1. Essential elements of gender-responsive evaluation for a sustainable future for all ⁽¹¹⁾

| | |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Responsiveness to gender equality and environmental sustainability, aiming for transformation</p> | <p>Gender inequality is not only a matter of unequal access to opportunities or resources (e.g. employment, income and finance, infrastructure, and services). It is rooted in deeply ingrained social norms and power structures that exert unjust dominance over women and nature. This approach seeks to challenge and transform these norms and power structures that perpetuate gender and environmental injustices and destroy nature. It also focuses on shifting gendered attitudes and beliefs, and promoting more equitable, intersectional gender-just policies and practices, and ecological sustainability. </p> |
| <p>2. Gender analysis and intersectional approach</p> | <p>Gender analysis is essential for identifying the different impacts between and among women and men in all their diversity, considering their relative position in society and the distribution of resources, opportunities, constraints and power within a particular intervention. An intersectional approach recognises that sex and gender intersect with other personal characteristics/identities, and these intersections contribute to unique (sometimes multiple and intersecting) experiences of discrimination.</p> |

⁽¹⁰⁾ EIGE based on EIGE, (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/tools-methods/gender-responsive-evaluation>); European Environmental Bureau and WECF (2021), Why the European Green Deal Needs Ecofeminism? Moving from gender-blind to gender-transformative environmental policies ("https://eeb.org/library/why-the-european-green-deal-needs-ecofeminism/") and UN Women (2018), Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era (<https://www.unwomen.org/en/digital-library/publications/2018/9/ise4gems-a-new-approach-for-the-sdg-era>).

⁽¹¹⁾ EIGE, (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

| | |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Sex-disaggregated data and gender statistics | Sex-disaggregated data and gender statistics are key to providing the evidence base for making gender inequalities visible and reporting on differentiated gender impacts, including environmental impacts. Gender statistics and indicators can support measuring changes in power dynamics and focusing on structural aspects, such as social norms and barriers. |
| 4. Participatory approach | Participatory methods are required in collecting data. These include consulting those impacted, directly or indirectly, by the intervention, as well as gender equality stakeholders. The use of participatory approaches and stakeholder consultation aligns with feminist principles of culturally contingent knowledge and valuing the perspectives of those affected ⁽¹²⁾ . An evaluation must be designed and carried out in a way that is culturally responsive to values and beliefs, many of which may be context specific ⁽¹³⁾ . A participatory approach also requires a proactive effort to identify, engage and consult those who may be typically excluded from the conversation, for example young women and specific groups traditionally excluded from decision-making spaces due to intersecting inequalities (e.g. migrant women and men), to ensure that their views are reflected in the policymaking process. The use of transformative and empowerment approaches enables an evaluation to contribute to structural change in unequal gendered power relations ⁽¹⁴⁾ . Overall, a participatory approach orients the design of future interventions to respond to the needs of people ⁽¹⁵⁾ . |
| 5. Understanding the complexity of social change | To understand social change in evaluations, evaluators need to clearly understand the context, goals and objectives, intended and non-intended beneficiaries and the theory of change underlying the intervention. Ultimately, understanding the complexity of social change in evaluations requires evaluators to go beyond surface-level indicators of change, such as numbers and end results, and delve deeper into the underlying processes and mechanisms that drive or hinder social change. Gender-responsive evaluations recognise that achieving gender equality is a complex, non-linear process that is beyond the scope of any single intervention and is influenced by various contextual factors (e.g. macrocontextual factors – policy, economic, social and cultural; organisational contextual factors – norms and unspoken rules; or team contextual factors – individual features of women and men in teams) ⁽¹⁶⁾ . |
| 6. Mixed-methods approach | A mixed-methods approach is a well-established feature of evaluations. From a gender perspective, a mixed-methods approach allows the evaluation to capture the complex situations in which interventions are implemented, the existence of facilitating and hindering factors (e.g. the availability of data, competences, resources), and medium- and long-term changes relating to gender equality that may be difficult to measure ⁽¹⁷⁾ . |

⁽¹²⁾ Bustelo, M. (2017), 'Evaluation from a gender+ perspective as a key element for (re)gendering the policymaking process', *Journal of Women, Politics & Policy*, Vol. 38, No 1, pp. 84–101.

⁽¹³⁾ Hood, S., Hopson, R. K. and Kirkhart, K. E. (2015), 'Culturally responsive evaluation', in Newcomer, K. E., Hatry, H. P. and Wholey, J. S. (eds), *Handbook of Practical Program Evaluation*, John Wiley & Sons, Inc., Hoboken, pp. 281–317 (<https://doi.org/10.1002/9781119171386.ch12>).

⁽¹⁴⁾ UN Women (2020), *Good Practices in Gender-responsive Evaluations* (<https://www.unwomen.org/en/digital-library/publications/2020/06/good-practices-in-gender-responsive-evaluations>)

⁽¹⁵⁾ Fetterman, D. M. (2005), 'Empowerment evaluation principles in practice', in Fetterman, D. M. and Wandersman, A. (eds), *Empowerment Evaluation Principles in Practice*, Guilford Publications, New York.

⁽¹⁶⁾ Buehrer, S., Schmidt, E. K., Rigler, D. and Palmen, R. (2021), 'How to implement context-sensitive evaluation approaches in countries with still emerging evaluation cultures', *Public Policy and Administration*, Vol. 20, No 3, pp. 368–381 (<https://doi.org/10.5755/j01.ppa.20.3.28371>).

⁽¹⁷⁾ Buehrer, S., Schmidt, E. K., Rigler, D. and Palmen, R. (2021), 'How to implement context-sensitive evaluation approaches in countries with still emerging evaluation cultures', *Public Policy and Administration*, Vol. 20, No 3, pp. 368–381 (<https://doi.org/10.5755/j01.ppa.20.3.28371>).

2. What is a gender-responsive evaluation?

| | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Flexible and context specific | Gender-responsive evaluation ensures that an evaluation's methodological approach can respond flexibly to challenges and is context specific, avoiding a 'one size fits all' model. |
| 8. Gender expertise and gender-balanced evaluation team | Within evaluation teams, there must be sufficient expertise in gender equality and gender mainstreaming. A gender-responsive evaluation should aim to ensure gender balance (at least 40 % of each gender) among the evaluation team and to avoid reproducing any inequalities the evaluation seeks to address. |
| 9. Gender-sensitive language | To ensure that an evaluation is gender responsive, user-friendly and gender-sensitive, the language used throughout the evaluation process should be such that the evaluation is inclusive and accessible to all EU citizens and stakeholders ⁽¹⁸⁾ . |

⁽¹⁸⁾ For specific guidance on adopting gender-sensitive language, see EIGE, (n.d.) 'Gender-sensitive communication' (<https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication/overview>).

3. Why is gender-responsive evaluation essential within the EU evaluation framework and the European Green Deal?



Considering gender impacts in evaluations is an important item on the agendas of EU and

international institutions. There are several good reasons for this.



1. STRENGTHENING TRANSPARENCY AND ACCOUNTABILITY

Evaluations of EU policies and legislation play an important role in strengthening European governance. They provide information on progress towards the achievement of policy objectives and goals, including the resources and measures used to achieve them. Evaluations also provide an opportunity to re-engage policymaking with the needs and concerns of EU citizens and give visibility to various perspectives and experiences. This is especially important in the light of ongoing societal challenges, including climate change.

Even though climate change and environmental degradation (soil, water or air) affect everyone,

their impacts are not gender neutral; women and girls experience the greatest impacts of climate change, which amplifies existing gender inequalities. Climate change threatens livelihoods, health and safety, and its impacts are unevenly distributed within society, often affecting poorer segments of society more significantly. The EU has adopted and is implementing several interventions to mitigate these impacts and the resulting disproportionate costs. These evaluations help to assess whether or not adequate resources have been used, and actions have been taken, against what would be needed. They also help to build trust and confidence among EU citizens about the EU's commitment to delivering results, which is essential for the sustainability and success of any policy, including those facilitating the green transition.

2. ADDRESSING GENDER AND INTERSECTING INEQUALITIES AND PROMOTING EVIDENCE-BASED, GENDER-RESPONSIVE POLICIES

Gender-responsive evaluation is an important source of knowledge and learning. It provides evidence and data to inform policymaking processes and fosters our understanding of what works and what does not. In the context of the green transition, a gender-responsive evaluation generates information that allows policymakers and practitioners to understand the gender and environmental impacts of their interventions. These impacts, in turn, make visible and allow the correction of discriminatory practices, bias and obstacles to interventions that reinforce gender and intersecting inequalities and environmental degradation (soil, water or air). Ultimately, the evidence gathered can help identify effective strategies and make informed choices that advance gender equality and lead to a sustainable future for all. Such evaluations also generate lessons learned, which support a culture of continuous improvement and innovation when promoting a gender equality perspective in the just green transition.

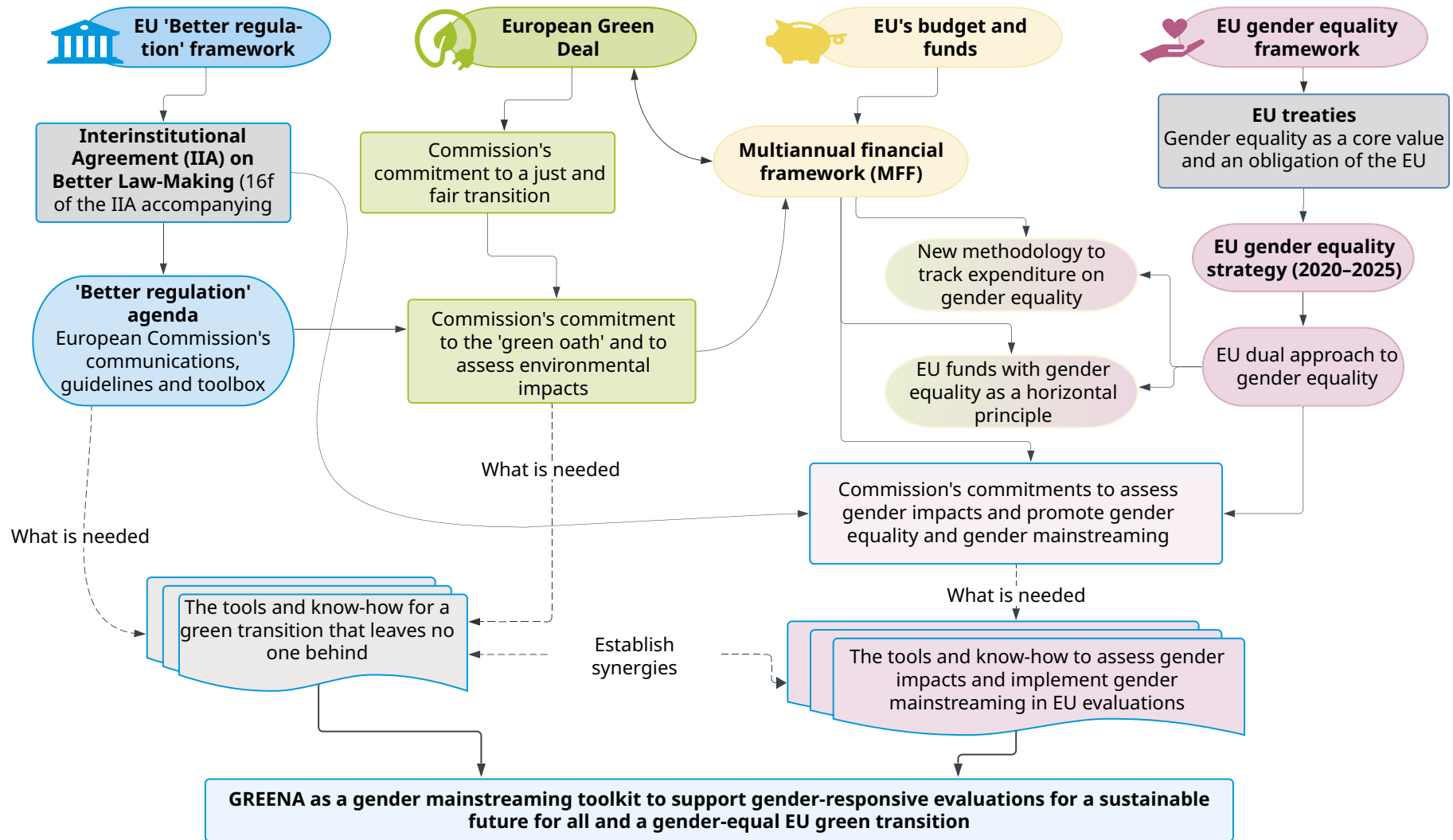
3. ACHIEVING THE EU'S COMMITMENTS TO CONSIDERING GENDER IN THE CONTEXT OF THE GREEN TRANSITION

Gender-responsive evaluation is a policymaking tool that helps implement the EU's commitments and obligations to identifying and assessing gender impacts. It plays a key role in supporting the achievement of EU commitments, goals and objectives under the '**Better regulation**' framework, the **EU gender equality framework**, the **EU's budget and funds** and the **European Green Deal** (see [Section 3.1](#)). By integrating a gender perspective into evaluation, progress towards these commitments, goals and objectives can be assessed, and a gender-equal and just green transition can be accelerated.

3.1. EU commitments to identify and assess gender impacts in evaluation in the context of the European Green Deal

There is both a legal and a policy base for the assessment of gender impacts at all stages of the policy cycle, including evaluations. Specifically, a four-pronged framework supports the evaluation of gender impacts in the EU in the context of the European Green Deal – as summarised in [Figure 2](#).

Figure 2. Framework for gender-responsive EU evaluations





THE 'BETTER REGULATION' FRAMEWORK

Since the late 1990s, the European Commission has advocated strongly for the promotion of evaluations. The development of the 'Better regulation' agenda in 2006 and its subsequent updates demonstrate the importance of evaluation in EU governance and policymaking. Evaluations are a well-established tool, with a strong legal and policy basis under Article 318 of the Treaty on the Functioning of the European Union⁽¹⁹⁾, the EU's financial regulations and sector-specific funds⁽²⁰⁾.

The 'Better regulation' agenda, most recently updated in 2021⁽²¹⁾, is the key initiative providing a standardised framework for evaluating EU policies, processes and sectors. The '**Better regulation' guidelines**⁽²²⁾ and **toolbox**⁽²³⁾ provide practical guidance and operational and methodological detail to assist staff and practitioners in the implementation of the 'Better regulation' agenda. The updated 'Better regulation' guidelines aim to simplify EU laws and processes, make them more targeted and easier to follow, and improve stakeholder consultation. They also seek to improve processes to better address emerging

socioeconomic challenges, the digital transition, climate change and sustainability⁽²⁴⁾.

In 2020, the Commission committed to improving the assessment of gender impacts in evaluations and impact assessments within the 'Better regulation' framework, under the **Interinstitutional Agreement**⁽²⁵⁾. Its aim was to enhance budgetary transparency, gender equality and gender mainstreaming in the implementation and monitoring of the 2021–2027 multiannual financial framework (MFF). Specifically, the Commission committed to examining how to develop a **methodology to track expenditure on gender equality**. This corresponds well with the understanding that gender-responsive evaluations can contribute to more transparent and efficient policy-making⁽²⁶⁾. In 2021, the Commission built on this commitment with the communication on 'Better regulation'⁽²⁷⁾. This pledged greater attention to the dimension of gender equality and equality for all and committed the Commission to consistently considering it in all stages of policy-making⁽²⁸⁾.

So far, the assessment of gender impacts and gender equality features only to a limited extent in the 'Better regulation' guidelines and toolbox. Brief mentions can be found in the toolbox on fundamental rights, including the promotion of

⁽¹⁹⁾ Treaty on the Functioning of the European Union, 2012/C 326/01 (<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:326:FULL:EN:PDF>).

⁽²⁰⁾ Minto, R., Mergaert, L. and Bustelo, M. (2020), 'Policy evaluation and gender mainstreaming in the European Union: The perfect (mis)match?', *European Journal of Politics and Gender*, Vol. 3, No 2, pp. 277–294 (<https://doi.org/10.1332/251510819X15725988471100>).

⁽²¹⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final).

⁽²²⁾ European Commission (2021), Commission staff working document – Better regulation guidelines, SWD(2021) 305 final.

⁽²³⁾ European Commission (2021), Commission staff working document – Better regulation toolbox, complementing SWD(2021) 305 final (https://commission.europa.eu/document/download/d0bbd77f-bee5-4ee5-b5c4-6110c7605476_en?filename=swd2021_305_en.pdf). A new version of the 'Better regulation' toolbox was issued in July 2023 with minimal changes. We use a reference to the 2023 edition throughout the rest of the toolkit.

⁽²⁴⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final).

⁽²⁵⁾ Interinstitutional Agreement of 16 December 2020 between the European Parliament, the Council of the European Union and the European Commission on budgetary discipline, on cooperation in budgetary matters and on sound financial management, as well as on new own resources, including a roadmap towards the introduction of new own resources, OJ L 433I (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.LI.2020.433.01.0028.01.ENG>).

⁽²⁶⁾ EIGE (n.d.), 'What is gender mainstreaming?' (<https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>).

⁽²⁷⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final).

⁽²⁸⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final).

equality (tool #29)⁽²⁹⁾. The toolbox also mentions gender as a dimension to consider when assessing an intervention under the non-mandatory evaluation criteria of ‘equity’ to assess if the effects of an intervention have been fairly distributed among different groups⁽³⁰⁾. Overall, the practical guidance of the toolbox on gender equality, gender mainstreaming and assessing gender impacts is limited. This points towards the urgency of developing specific tools for gender impacts and gender equality in evaluations that would complement the ‘Better regulation’ toolbox.



EU GENDER EQUALITY FRAMEWORK

The EU treaties call for equality between women and men, enshrine equality between women and men as a core value of the EU, and explicitly require the Union to ‘eliminate inequalities and promote equality between women and men throughout all activities’⁽³¹⁾. These provisions form the legal basis for promoting gender equality and implementing gender mainstreaming in the EU and its Member States.

The **EU gender equality strategy**, adopted in 2020, sets out the key objectives and actions for the EU to advance towards a gender-equal society⁽³²⁾. It re-emphasises the EU’s commitment to

the dual approach of combining targeted measures to achieve gender equality with gender mainstreaming. The Commission committed to improving gender mainstreaming by systematically including a gender perspective in all stages of policy design in all EU policy areas, internal and external. The Commission also commits to implementing the strategy using intersectionality as a cross-cutting principle⁽³³⁾.



Another argument for the implementation of gender-responsive evaluations stems from the commitment by the EU and its Member States to other international agreements, such as the **Beijing Platform for Action (BPfA)**, the **2030 Agenda for Sustainable Development** and the **sustainable development goals (SDGs)**. In particular, **Area H of the BPfA on institutional mechanisms** for the advancement of women and **Target 5.C of the SDGs** on the adoption and strengthening of sound policies and enforceable legislation to promote gender equality are pertinent to gender-responsive evaluation⁽³⁴⁾.

In addition, **Area K of the BPfA on women and the environment** highlights women’s role in sustainable development. Specifically, strategic objective K.2 calls for the integration of a gender perspective in policies for sustainable development. Overall, the SDGs feature prominently in the updated ‘Better regulation’ agenda⁽³⁵⁾. All

⁽²⁹⁾ The tool provides the following guiding questions (summarised).

- Is the intervention **people related**? If yes, it is important to check whether, in the policy area in question, some parts of the overall population experience inequalities based on sex, ethnic origin, religion or belief, disability, age or sexual orientation – or a combination of these characteristics.
- Does the policy have (directly or indirectly) a **different impact on women or men**? Is this a desired outcome or was it unintended?
- Does the policy **promote equality between women and men**? How?

See European Commission(2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>), pp. 246–247.

⁽³⁰⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>), p. 414.

⁽³¹⁾ Art. 2, Art. 3(3) and Art. 8, Treaty on the Functioning of the European Union, 2012/C 326/01 (<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ%3AC%3A2012%3A326%3AFULL%3AEN%3APDF>); Art. 23, Charter of Fundamental Rights of the European Union, 2012/C 326/02 (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012P%2FTXT>).

⁽³²⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final). The key objectives are ending gender-based violence, challenging gender stereotypes, closing gender gaps in the labour market, achieving equal participation across different sectors of the economy, addressing the gender pay and pension gaps, closing the gender care gap and achieving gender balance in decision-making and in politics.

⁽³³⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

⁽³⁴⁾ UN General Assembly (2015), ‘Transforming our world: The 2030 Agenda for Sustainable Development Resolution’ (<https://undocs.org/A/RES/70/1>).

⁽³⁵⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final).

impact assessments and evaluations have to consider how the assessed intervention contributes to the achievement of the SDGs⁽³⁶⁾. The EU's strengthened commitment to delivering and reporting on progress towards the SDGs provides a renewed opportunity to work towards an enhanced consideration of **gender equality (SDG 5)** in EU evaluations.



THE EUROPEAN GREEN DEAL

The EU faces pressing challenges in the form of climate change, environmental degradation and

sustainable development. It recognises the urgent need to ensure that the ecosystem does not collapse and people can continue to live on this planet. The **European Green Deal**⁽³⁷⁾ presents a roadmap for policies and measures to deliver the most radical societal transition in living memory and to achieve **net-zero emissions** by 2050. In addition to the European Green Deal, the EU and its Member States are also committed to key environmental agreements at the international level, namely the three Rio conventions (see [Box 1](#)).

Box 1. The three Rio Conventions



- 1) **United Nations Framework Convention on Climate Change (UNFCCC)**, which aims to combat dangerous human interference with the climate system;
- 2) **Convention on Biological Diversity (CBD)**, which focuses on the conservation and sustainable use of biological diversity;
- 3) **United Nations Convention to Combat Desertification (UNCCD)**, which aims to combat desertification and mitigate the effects of drought.

The three conventions have respective gender action plans⁽³⁸⁾.

The **principle of 'do no significant harm' (DNSH) to the environment** is a key element of the European Green Deal. It is defined in Regulation (EU) 2020/852 on sustainable investment. DNSH means refraining from supporting or engaging in economic activities⁽³⁹⁾ that cause significant harm to any relevant environmental objectives⁽⁴⁰⁾. This principle aims to preserve and protect biodiversity, ensure that economic activities are sustainable and minimise negative impacts on the environment. In practice, the DNSH principle requires decision-makers to **assess the potential**

environmental impacts of proposed activities and take steps to avoid or minimise any negative effects, implement mitigation measures or choose alternative options with fewer environmental impacts. The DNSH principle applies to the EU funds under the MFF and the Recovery and Resilience Facility (RRF).

Another integral part of the European Green Deal is the EU's commitment to ensuring that the **green transition is just and fair and leaves no one behind**. To make this commitment a reality,

⁽³⁶⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final).

⁽³⁷⁾ Commission communication – The European Green Deal (COM(2019) 640 final).

⁽³⁸⁾ UNFCCC Secretariat (2023), 'Gender Action Plan – Decision 3/CP.25 and amendments agreed in Decision 24/CP.27' (<https://unfccc.int/sites/default/files/resource/Gender%20Action%20Plan%20with%20amendments%20Decision%2024-CP.27.pdf>); UN Environment Programme (n.d.), *Decision adopted by the Conference of the Parties to the Convention on Biological Diversity. 15/11. Gender Plan of Action* (<https://www.cbd.int/doc/decisions/cop-15/cop-15-dec-11-en.pdf>); UNCCD (United Nations Convention to Combat Desertification) (2018), *Gender Action Plan* (<https://www.unccd.int/resources/publications/gender-action-plan>).

⁽³⁹⁾ Any activity consisting of offering goods or services on a given market.

⁽⁴⁰⁾ European Commission (2021), 'Do no significant harm' (https://knowledge4policy.ec.europa.eu/glossary-item/do-no-significant-harm_en).

the European Green Deal recognises that all EU actions and policies should pull together to help the EU achieve a successful, just and fair transition. The EU can only fulfil the objectives of the European Green Deal and its commitment to a just and fair transition if the transition policies address gender and intersecting inequalities.

The EU gender equality strategy⁽⁴¹⁾ recognises that **green policies do not have an equal impact on women and men**. For instance, as climate refugees, women face increased risks such as sexual and gender-based violence. The strategy highlights that energy poverty affects women more than men. The strategy acknowledges the gender impacts of climate adaptation measures, such as the renovation wave or the EU strategy on climate adaptation. It emphasises the need to address the gender dimension in green policies to maximise the full potential of the European Green Deal. The more recently adopted regulation on the social climate fund⁽⁴²⁾ also recognises that women are more affected by **energy and transport poverty** – particularly lone mothers, single women, women with disabilities and older women living alone.

The policies delivering on the European Green Deal have, so far, lacked a gender perspective

and synergies with the EU gender equality strategy⁽⁴³⁾. In light of some of these gaps, this toolkit provides practical guidance for mainstreaming gender considerations in the evaluation of EU interventions, particularly in the context of the European Green Deal, to achieve a truly sustainable future for all.



EU BUDGET AND FUNDS

In 2020, the Commission committed to developing a **methodology to track expenditure on gender equality**⁽⁴⁴⁾. The methodology was piloted across all spending programmes in the context of the 2023 EU draft budget and has been applied again on a pilot basis in the 2024 draft budget⁽⁴⁵⁾. The methodology is a work in progress that the Commission has committed to further improving. The methodology aims to annually track the contributions made by policy design and resource allocation to promote gender equality. The methodology is meant to be aligned with the common provisions regulation (CPR) gender tracking system for the EU cohesion policy funds (for which EIGE has developed practical guidance as part of the gender budgeting toolkit⁽⁴⁶⁾) and the Organisation for Economic

⁽⁴¹⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

⁽⁴²⁾ Regulation (EU) 2023/955 of the European Parliament and of the Council of 10 May 2023 establishing a Social Climate Fund and amending Regulation (EU) 2021/1060, OJ L 130.

⁽⁴³⁾ EIGE, *Gender Equality Index 2023: Towards a green transition in transport and energy*, 2023 (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>); European Environmental Bureau and WECF (2021), *Why the European Green Deal Needs Ecofeminism? Moving from gender-blind to gender-transformative environmental policies* (<https://eeb.org/library/why-the-european-green-deal-needs-ecofeminism/>); Heffernan, R., Heidegger, P., Köhler, G., Stock, A. and Wiese, K. (2021), *A Feminist European Green Deal* (<https://library.fes.de/pdf-files/iez/18990.pdf>); EIGE, *Gender Equality Index 2023: Towards a green transition in transport and energy*, 2023 (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>); Allwood, G. (2021), 'Gender and EU climate policy', in Abels, G., Krizsán, A., MacRae, H. and van der Vleuten, A. (eds), *The Routledge Handbook of Gender and EU Politics*, Routledge, Abingdon-Thames, pp. 302–313.

⁽⁴⁴⁾ Interinstitutional Agreement of 16 December 2020 between the European Parliament, the Council of the European Union and the European Commission on budgetary discipline, on cooperation in budgetary matters and on sound financial management, as well as on new own resources, including a roadmap towards the introduction of new own resources, OJ L 433I (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.LI.2020.433.01.0028.01.ENG>).

⁽⁴⁵⁾ European Commission (n.d.), 'Financing of horizontal policy priorities in the EU budget' (https://commission.europa.eu/strategy-and-policy/eu-budget/performance-and-reporting/horizontal-priorities_en).

⁽⁴⁶⁾ See tool 8 in EIGE (2022), 'Gender budgeting: Step-by-step toolkit' (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting>).

Co-operation and Development (OECD) Development Assistance Committee gender marker ⁽⁴⁷⁾.

The tracking methodology assigns a score at the programme level, considering programming and implementation information as available. Some EU funds also establish **gender equality as a horizontal principle** and include requirements to monitor, report and evaluate gender equality. Specifically, the **CPR** ⁽⁴⁸⁾ for the 2021–2027 funds (the European Regional Development Fund (ERDF), the European Social Fund + (ESF+), the Cohesion Fund (CF), the Just Transition Fund (JTF), the European Maritime, Fisheries and Aquaculture Fund (EMFAF), the Asylum, Migration and Integration Fund (AMIF), the Internal Security Fund (ISF) and the Border Management and Visa Instrument (BMVI)) establishes gender equality as a horizontal principle. It mandates that Member States and the Commission must promote equality between women and men and ensure the integration of a gender perspective throughout the preparation, implementation, monitoring, reporting and evaluation of programmes ⁽⁴⁹⁾. Annex IV of the CPR stipulates that a Member State having a 'national strategic framework for gender equality' is an enabling condition ⁽⁵⁰⁾ applicable

to certain specific objectives under the ERDF and the ESF+ ⁽⁵¹⁾. Such a strategic framework must include arrangements for the monitoring, evaluation and review of the strategic policy framework and data collection methods based on sex-disaggregated data ⁽⁵²⁾.

Article 45 of the CPR states that the Commission will conduct a retrospective evaluation to examine each fund's effectiveness, efficiency, relevance, coherence and EU added value by 31 December 2031. While the CPR does not establish any gender-specific provisions in its articles on evaluation ⁽⁵³⁾, in the case of the ERDF, the ESF+, the CF and the EMFAF, such evaluations must focus on the social, economic and territorial impact of those funds in relation to their policy objectives referred to in Article 5(1). Article 5(1) refers to a more social and inclusive Europe implementing the European Pillar of Social Rights, which includes gender equality ⁽⁵⁴⁾.

Other sector-specific policies and funds, such as those in **research and innovation**, have made commitments to gender-responsive evaluation. For example, the EU requires public and private higher education and research organisations to

⁽⁴⁷⁾ The European Commission's methodology does not meet international standards for tracking of gender equality expenditure. As found by the European Court of Auditors, the assessment criteria used by the Commission for the attribution of the scores are not in line with the minimum criteria for the attribution of scores used for the OECD gender equality markers or with the minimum requirements of the tool developed by EIGE for tracking resources allocated to gender equality in the EU funds. In particular, the OECD and EIGE would require gender-specific objectives or indicators disaggregated by sex as a minimum criterion. However, the Commission does not include those in its pilot methodology. Unlike the EIGE tool and the CPR, the Commission's pilot methodology does not include weightings. It does not account for potential negative effects; in other words, the methodology considers whether or not interventions reduce gender inequality, but not the risk that they might increase it. See points 1.33–1.37 in European Court of Auditors (2022), *Report on the Performance of the EU Budget: Status at the end of 2021*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2865/90023>). The development of the Commission's methodology was informed by discussions with EIGE and EIGE's Tool 8 for 'Tracking resource allocations for gender equality in the EU Funds', including the score 0*, which is based on EIGE's methodology. European Commission (2022), Draft General Budget of the European Union 2023 – Working document Part I (https://commission.europa.eu/system/files/2022-06/wd_i_final_web_v2_kvao22003enn.pdf); Tool 8: Tracking Resource Allocations for Gender Equality in the EU Funds' in EIGE (2022), 'Gender budgeting: Step-by-step toolkit' (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting>).

⁽⁴⁸⁾ Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 130.

⁽⁴⁹⁾ Art. 9, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021.

⁽⁵⁰⁾ Annex IV, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021.

⁽⁵¹⁾ Namely, for ERDF's specific objective on 'Enhancing the effectiveness and inclusiveness of labour markets and access to quality employment through developing social infrastructure and promoting social economy' and for ESF+'s specific objective on 'Promoting a gender-balanced labour market participation, equal working conditions, and a better work/life balance including through access to affordable childcare, and care for dependent persons', having a strategic framework for gender equality is an enabling condition that must be fulfilled to access support under those specific objectives.

⁽⁵²⁾ Annex IV, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021.

⁽⁵³⁾ Arts 44 and 45, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021.

⁽⁵⁴⁾ Art. 5(1), Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021.

have a gender equality plan (GEP), setting out arrangements for data collection, monitoring and evaluation, to access funding under Horizon Europe⁽⁵⁵⁾. The GEP must also promote the integration of a gender dimension into research and teaching content. EIGE has developed a gender equality in academia and research tool to give universities and research organisations practical advice to implement measures in support of gender equality, including GEPs⁽⁵⁶⁾.

Although the EU's renewed policy objectives under the CPR include the transition towards a more social Europe delivering on the European Pillar of Social Rights and a greener, carbon-neutral Europe that promotes a clean and fair energy transition⁽⁵⁷⁾, other relevant funds have not considered a gender perspective to the same extent. For example, the **RRF**, adopted in July 2020 in response to the economic and social consequences of the COVID-19 pandemic, integrates some gender considerations by attempting to address the impacts of the crisis on women⁽⁵⁸⁾. Its requirements do not sufficiently establish gender equality as a horizontal principle to be implemented by Member States in their national plans⁽⁵⁹⁾. Nor does it set minimum spending and reporting standards in relation to gender equality⁽⁶⁰⁾. The Recovery and Resilience Scoreboard

requires sex-disaggregated data for only 4 out of 14 indicators⁽⁶¹⁾.

In addition, the Commission established a methodology for reporting on social expenditure in the RRF, creating a 'flagging method' to allow specific reporting on gender equality. The Commission attributes a flag to each national measure of a social nature that includes a focus on gender equality. The flagging system falls short of a sufficient methodology for reporting gender equality expenditure⁽⁶²⁾. Other funds, such as the ones under the CPR, the commitment to gender impacts in the 2021–2027 MFF and the methodology used to assess the contribution of EU funds to gender equality being piloted for the draft budgets 2023 and 2024⁽⁶³⁾, have made a considered effort to include a gender perspective and targeted measures to help achieve gender equality.

The RRF and the European Green Deal, with their cross-cutting policy goals and targets and a large amount of funding mobilised, offer the potential to create transformative change for all. There is a need to develop **tools and know-how to evaluate such interventions from a gender perspective**. This is the gap that the GREENA toolkit aims to close.

⁽⁵⁵⁾ European Commission (2022), *Horizon Europe – Work programme 2023–2024. 13. General annexes* (https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2023-2024/wp-13-general-annexes_horizon-2023-2024_en.pdf).

⁽⁵⁶⁾ EIGE (2022), 'Gender equality in academia and research – GEAR tool' (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear>).

⁽⁵⁷⁾ Art. 5(1), Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231.

⁽⁵⁸⁾ Regulation (EU) 2021/241 of the European Parliament and of the Council of 12 February 2021 establishing the Recovery and Resilience Facility, OJ L 57.

⁽⁵⁹⁾ EIGE (2023), *Evidence to Action: Gender equality and gender mainstreaming in the COVID-19 recovery* (<https://eige.europa.eu/publications-resources/publications/evidence-action-gender-equality-and-gender-mainstreaming-covid-19-recovery>).

⁽⁶⁰⁾ EIGE (2023), *Evidence to Action: Gender equality and gender mainstreaming in the COVID-19 recovery* (<https://eige.europa.eu/publications-resources/publications/evidence-action-gender-equality-and-gender-mainstreaming-covid-19-recovery>).

⁽⁶¹⁾ Commission Delegated Regulation (EU) 2021/2106 of 28 September 2021 on supplementing Regulation (EU) 2021/241 of the European Parliament and of the Council establishing the Recovery and Resilience Facility by setting out the common indicators and the detailed elements of the Recovery and Resilience Scoreboard; EIGE (2023), *Evidence to Action: Gender equality and gender mainstreaming in the COVID-19 recovery* (<https://eige.europa.eu/publications-resources/publications/evidence-action-gender-equality-and-gender-mainstreaming-covid-19-recovery>).

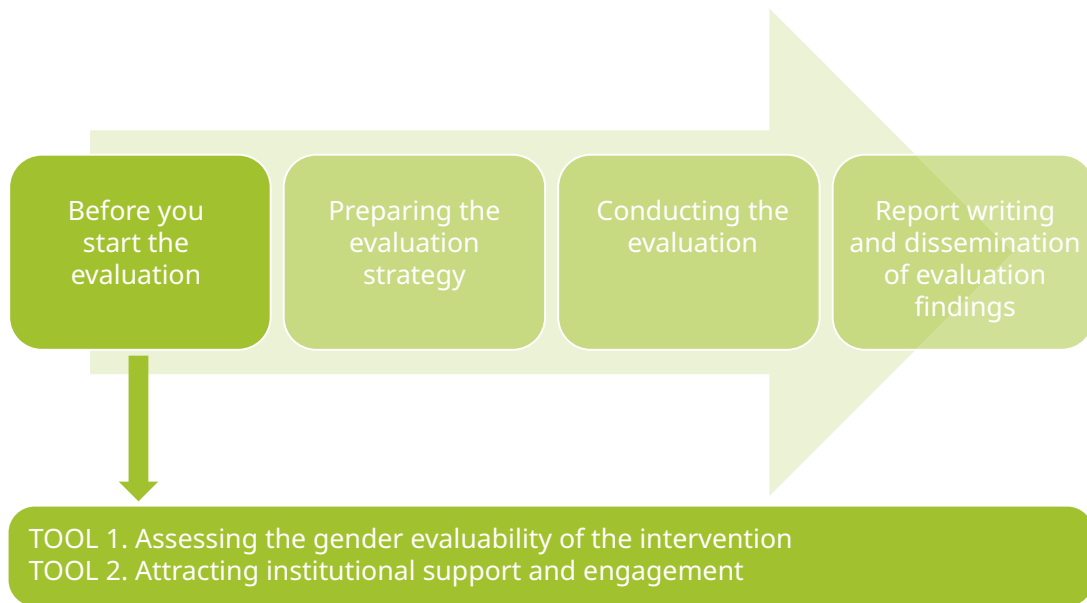
⁽⁶²⁾ EIGE (2023), *Evidence to Action: Gender equality and gender mainstreaming in the COVID-19 recovery* (<https://eige.europa.eu/publications-resources/publications/evidence-action-gender-equality-and-gender-mainstreaming-covid-19-recovery>).

⁽⁶³⁾ European Commission (n.d.), 'Mainstreaming in the EU Budget' (https://commission.europa.eu/strategy-and-policy/eu-budget/performance-and-reporting/horizontal-priorities_en).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

BEFORE YOU START THE EVALUATION



TOOL 1. Assessing the gender evaluability of the intervention



This tool will help you to understand what gender impacts are and support you in examining your intervention for possible impacts on gender equality that will require further analysis. The tool complements tools from the ‘Better regulation’ toolbox – specifically tool #18 on the identification of impacts and tool #29 on fundamental rights, including the promotion of equality⁽⁶⁴⁾.

Tool 1 consists of two steps:

- 4) understanding gender impacts,
- 5) knowing when to analyse gender impacts in your evaluation.

Box 2. What is a gender-responsive evaluation for a sustainable future for all?



Consult [Chapter 2](#) to refresh your memory on what a gender-responsive evaluation for a sustainable future for all is.

A gender-responsive evaluation for a sustainable future for all considers the impacts of an intervention on gender equality as well as the urgency of climate change and the need to work

⁽⁶⁴⁾ European Commission (2023), Better Regulation Toolbox (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

towards a gender-equal green transition. As a gender mainstreaming method, it strives to integrate the key principles of (eco)feminist, transformative and intersectional approaches throughout the evaluation process.

Step 1. Understanding gender impacts

The **gender impacts** of an intervention refer to how a policy, programme or project may affect women and men in all their diversity differently. Gender impacts can be positive or negative and can vary depending on the specific situations, needs and experiences of different groups.



There is no policy area in which gender equality is not relevant.

Most interventions and policy decisions will impact the lives of women and men, girls and boys. Even when an intervention appears neutral on gender equality, it can have different effects on different groups of women and men.

⇒ You can explore EIGE's policy briefs ⁽⁶⁵⁾ to learn more about the gender equality challenges and gaps in the policy area or sector in which you work.

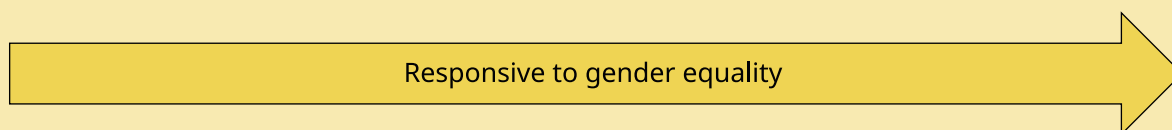
Assessing the gender impacts of an intervention involves analysing how it might reinforce or challenge existing gender inequalities. This includes questioning how it might interact with other forms of inequality, such as those resulting from age, socioeconomic status, disability, race, ethnicity, religion, sexual orientation and rural or urban location ⁽⁶⁶⁾. The goal is to ensure that interventions promote gender equality and respond to the needs and priorities of women and men, girls and boys.

Box 3. Positive and negative gender impacts

When assessing an intervention, it is important to consider whether it reduces, maintains or increases inequalities between women and men.



Does it have positive or negative impacts on gender equality?



| <i>Perpetuate inequalities</i> | | <i>Transform inequalities</i> | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Very negative | Slightly negative | Slightly positive | Very positive |
| Negative impacts are how an intervention creates inequalities, reinforces or worsens existing gender inequalities and discrimination, whether directly or indirectly, or otherwise negatively affects specific groups of women and men because of their sex and gender and because of how gender intersects with other characteristics. | | Positive impacts are how an intervention can help, whether directly or indirectly, promote gender equality and advance equal rights, opportunities and responsibilities of women and men in all their diversity. | |
| Negative impacts that lead to discrimination based on sex, among other grounds ⁽⁶⁷⁾ , are prohibited under Article 21 of the Charter of Fundamental Rights. | | | |

⁽⁶⁵⁾ EIGE (n.d.), 'Policy areas' (<https://eige.europa.eu/gender-mainstreaming/policy-areas>).

⁽⁶⁶⁾ EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

⁽⁶⁷⁾ Age, socioeconomic status, disability, race, ethnicity, religion, sexual orientation, rural or urban location, etc.



Example. Automating and digitalising the transport sector may be seen as a positive development that can benefit everyone equally. However, these transformations can have different gender impacts. Automation can negatively impact women and girls, by increasing the fear and risk of violence, harassment and sexual assault that women and girls experience when using public transport, especially at night-time. This is because automation can result in fewer staff in stations, carriages, etc., contributing to the perception that nobody is around to assist if needed ⁽⁶⁸⁾.

Another example can be found in the energy transition. The energy transition has created more than 2 million jobs in the EU in the last 7 years. Women have occupied 34 % of the new jobs created by the transition subsectors in 2015–2021 – with women’s employment growing at a faster rate than men’s. However, a closer look reveals that most of the high-skilled jobs include few women and there is a strong bias towards women’s employment in administrative positions ⁽⁶⁹⁾. For example, in the electricity and gas sector, 20 % of women are employed in supervisory positions, compared with 34 % of men ⁽⁷⁰⁾.

Example. Transportation policies that consider the needs of caregivers, who are disproportionately women, can have a positive gender impact. For instance, providing suitable seating on public transport or accommodating pushchairs and other equipment can make it easier for caregivers to travel with children or older relatives. Equally, given that women are more dependent on public transport, putting more emphasis on affordability, travel patterns and sustainability can not only expand a more sustainable transport system but also create new opportunities for women to access education and employment.

Another example can be found in the agriculture sector. Women, particularly young women farmers, demonstrate a stronger commitment and higher propensity to embrace sustainable agricultural methods such as organic farming and agroforestry, while also employing fewer chemical inputs than men ⁽⁷¹⁾. Gender-responsive agricultural policies could have a positive gender impact by serving as a driver for increased agri-entrepreneurship among young women farmers, while also supporting environmental goals in agriculture.

⁽⁶⁸⁾ While there is a significant lack of adequate data on women’s safety and sexual harassment on public transport at the EU level, local initiatives indicate significant gender security concerns. For example, 92 % of women aged between 16 and 25 years have experienced harassment on public transport in the metropolitan area of Barcelona. The fear of violence and crime encountered on and around public transport is also a pivotal factor in the travel choices of LGBTIQ people. The European Union Agency for Fundamental Rights’ LGBTI survey (2019) found that most incidents of physical or sexual attacks (51 %) take place in public, with 10 % occurring on public transport. Sources: POLIS Network (2021), ‘Research reveals harassment on Barcelona’s public transport’, 26 April (<https://www.polisnetwork.eu/news/research-reveals-harassment-on-barcelonas-public-transport/>); European Union Agency for Fundamental Rights (2020), ‘A long way to go for LGBTI equality’ (<http://fra.europa.eu/en/publication/2020/eu-lgbti-survey-results>).

⁽⁶⁹⁾ Naturgy Foundation (2023), *Employment of women in the just energy transition in Spain: Summary of the analysis and opinions of expert voices* (<https://www.transicionjusta.gob.es/Documents/Publicaciones%20ES%20y%20EN/Employment-of-Women-in-the-Just-Energy.pdf>).

⁽⁷⁰⁾ EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽⁷¹⁾ Unay-Gailhard, Í. and Bojnec, Š. (2021), ‘Gender and the environmental concerns of young farmers: Do young women farmers make a difference on family farms?’, *Journal of Rural Studies*, Vol. 88, pp. 71–82 (<https://doi.org/10.1016/j.jrurstud.2021.09.027>).

In addition, gender impacts can be classified by considering who they are directed to ⁽⁷²⁾.



Direct impact

- When the intervention affects people's access to resources (jobs, composition of committees, bursaries, etc.). As a result, it has a direct and immediate effect on the status and position of women and men in all their diversity.

Indirect impact

- When the intervention affects the means of provision of certain resources or services behind which there are people (managers, workers, users, etc.) as ultimate beneficiaries. Even though the policy is not directly targeted at them, they can be affected by it. For instance, a fund can provide assistance to support the transition to renewable energy sources. Although the target group is enterprises, these companies are formed of women and men, both as owners and as workers, with different positions and usually in unequal situations, due to horizontal and vertical gender segregation. Therefore, the initiative concerned can help to strengthen, maintain or reduce these inequalities.



⇒ Find more examples of positive and negative gender impacts in [TOOL 6](#).

Step 2. When should you analyse gender impacts?

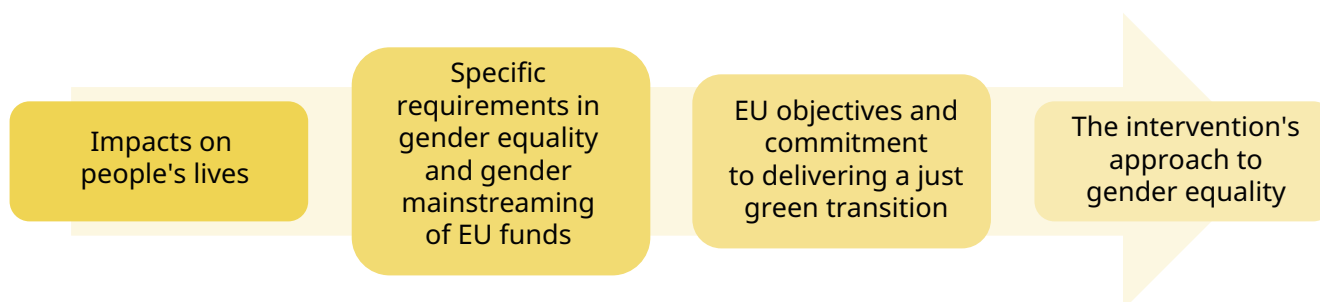
Because the European Commission has committed to improving the identification and assessment of gender impacts as part of relevant programmes of the EU budget, **in principle all EU interventions should be analysed for gender impacts.**

While we recognise that no intervention or policy area is neutral with regard to gender equality, in

line with the principle of proportionate analysis ⁽⁷³⁾, **not all evaluations have to assess all types of impacts in depth** – including gender impacts.



The following guidance will help you balance the principle of proportionate analysis with the commitment to assess gender impacts and make decisions in the context of your evaluation, considering these aspects.



⁽⁷²⁾ EIGE, *Gender Impact Assessment – Gender mainstreaming toolkit*, Publications Office of the European Union, Luxembourg, 2017 (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>).

⁽⁷³⁾ European Commission(2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>), p. 136. The principle of proportionality dictates that public authorities, in carrying out their duties, must not go beyond what is essential to attain the intended goals of public interest. In other words, they must act within reasonable limits that align with their objectives. Lenaerts, K. (2021), *Proportionality as a matrix principle promoting the effectiveness of EU law and the legitimacy of EU action* (https://www.ecb.europa.eu/press/conferences/shared/pdf/20211125_legal/ECB-Symposium_on_proportionality_25_November_2021.en.pdf).



1 Consider: is the intervention you will evaluate **people related? Does it affect people's lives?** In the case of many EU policies, the answer to these questions is 'yes'. If this applies to your intervention, this would be a reason for you to identify its impacts on equality between women and men, girls and boys, in more detail.

2 You should also consider if the intervention has **specific requirements relating to the assessment of gender impacts and gender mainstreaming.**

In particular, some EU funds and investments have established specific requirements regarding gender equality and gender mainstreaming ⁽⁷⁴⁾:

| | |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The CPR ⁽⁷⁵⁾ | The CPR establishes gender equality as a horizontal principle and mandates gender mainstreaming and the integration of a gender perspective throughout the preparation, monitoring, reporting and evaluation of programmes. |
| The RRF | The RRF regulation establishes that Member States must explain how the measures in their recovery and resilience plans contribute to gender equality , equal opportunities for all and the mainstreaming of these objectives. |
| Horizon Europe | To access funding from Horizon Europe programmes , it is necessary to have in place a GEP with dedicated resources (including for training), as well as arrangements for data collection, monitoring and evaluation. |
| Social Climate Fund | The Social Climate Fund asks Member States to explain how measures and investments of their social climate plans will address gender inequality , if applicable. |

3 Next, you should consider where the intervention stands in relation to the green transition and the EU's commitment to making sure that the **green transition is just and fair and that it leaves no one behind.**

⇒ Is the intervention you are evaluating related to important general or cross-cutting policy priorities such as the **European Green Deal?** Given its overarching impact on present and future generations, if the intervention to be evaluated relates to the green transition, then you should consider assessing its gender impacts to ensure that no one is left behind.

4 Finally, you should reflect on the **intervention's approach to gender equality.**

This will also help you establish whether or not you need to further assess its gender impacts, for example by reflecting on whether it intended to advance gender equality (i.e. it was gender targeted) or made any gender-based assumptions (i.e. it was gender biased).

To do so, familiarising yourself with EIGE's model to assess the contributions of different interventions to gender equality ⁽⁷⁶⁾ will be useful. In line with international standards for gender-responsive policymaking, EIGE has developed minimum criteria to consider if an intervention has used a gender-responsive approach in its design and implementation, and thus contributed to gender equality. Think about if/how these minimum criteria apply or not to your intervention.

⁽⁷⁴⁾ See more in [Chapter 3](#) of the toolkit.

⁽⁷⁵⁾ The CPR covers eight shared management funds for 2021–2027: the ERDF, the ESF+, the CF, the JTF, the EMFAF, the AMIF, the ISF and the BMVI.

⁽⁷⁶⁾ The categories are based on EIGE's gender tracking system: Tool 8, (2022), 'Gender budgeting: Step-by-step toolkit' (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting>), 82; See also points 1.33–1.37 regarding the tracking of gender equality expenditure in the EU Budget, European Court of Auditors (2022), *Report on the Performance of the EU Budget: Status at the end of 2021*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2865/90023>).

**Table 2. EIGE's minimum criteria to assess the intervention's approach to gender equality (77)**

| Interventions where gender equality is the principal objective (gender-targeted interventions) | Interventions where gender equality is explicit in the intervention and should have a positive impact on gender equality (gender mainstreaming) | Interventions that might have a positive impact on gender equality but need to show the use of gender mainstreaming | Interventions with no discernible impact on gender equality and that are 'gender-unaware' |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>These interventions have gender equality as their main objective, intending to advance gender equality and/or the empowerment of women and girls, reduce gender discrimination or inequalities or meet gender-specific needs. They must also meet the following minimum criteria: undertake a gender analysis and use its findings to inform the design of the intervention, align with gender equality policies, have a results framework that measures progress towards gender equality objectives and results through gender-specific indicators, and disaggregate data and indicators by sex.</p> | <p>These interventions are assumed to have a positive impact and implement gender mainstreaming by meeting the following minimum criteria: undertake a gender analysis and use its findings to inform the design of the intervention, align with gender equality policies, identify at least one explicit gender equality objective, disaggregate data and indicators by sex, and monitor gender equality results.</p> | <p>These interventions require an <i>ex post</i> specific assessment. They need to meet the following minimum criteria: undertake a gender analysis and use its findings to inform the design of the intervention, align with gender equality policies, identify at least one explicit gender equality objective, disaggregate data and indicators by sex, and monitor gender equality results.</p> | <p>These interventions do not need to take gender equality into account, as they have not had a gender assessment or do not have sufficient information about the minimum criteria.</p> <p>This category includes both interventions 'not targeting gender equality' and interventions that have not been assessed as gender responsive based on minimum criteria.</p> <p>These interventions can be classified as 'gender-unaware'.</p> <p>To avoid a negative impact, it is recommended to apply a 'do no harm' assessment (78): analyse the potential risks of unintentionally perpetuating or reinforcing gender inequalities in the context of the intervention, proactively monitor risks and take corrective/compensatory measures.</p> |

To help you place your intervention within EIGE's minimum criteria to consider if an intervention has used a gender-responsive approach in its

design and implementation, consider the following questions.

(77) EIGE (2022), 'Gender budgeting: Step-by-step toolkit' (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting>), 85.

(78) Based on the OECD gender equality marker, applying a 'do no harm' approach to gender equality requires that interventions conduct an analysis of the potential risks of unintentionally perpetuating or reinforcing gender inequalities, proactively monitor risks and take corrective/compensatory measures if applicable. The 'do no harm' approach to gender equality is not enshrined in EU law – it is proposed by the OECD (as part of its gender equality marker), EIGE and other international organisations as a minimum standard for due diligence for gender equality and women's rights. See OECD (2016), *OECD DAC Gender Equality Policy Marker Handbook* (<https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf>) and EIGE (2022), 'Tool 8: Tracking resource allocations for gender equality in the EU funds' (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting/tool-8-tracking-resource-allocations-gender-equality-eu-funds>).



Is promoting gender equality or closing a particular gender gap the main objective of the intervention (i.e. is it gender targeted)?

Was the intervention expected to have a substantial positive impact on gender equality?

Did the intervention have, whether directly or indirectly, different impacts on women and men in all their diversity? If so, why? Was this a desired outcome (e.g. closing a gender gap) or was it unintended?

Were gender equality and intersectionality considered in the design of the intervention, including in its objectives, budget and beneficiaries?

Were gender mainstreaming methods and tools used during the preparation, implementation and monitoring of the intervention (gender analysis, gender impact assessment, gender budgeting, consultation of relevant gender stakeholders, use and collection of sex-disaggregated data, etc.)?

If your intervention is considered neutral to gender equality, did it adopt a 'do no harm' approach to gender equality? Did the intervention monitor any risks of unintentionally perpetuating or reinforcing gender inequalities?

Did the intervention reinforce or take advantage of existing gender inequalities and gender stereotypes, and operate without considering gender differences? For example, it ignored existing gender gaps and discrimination or perpetuated the status quo, and, by doing so, worsened the situation for women and girls in all their diversity.

5 Last, consult [Box 4](#) to help you decide **how to move forward with a gender-responsive evaluation for a sus-**

tainable future for all, considering both gender impacts and the adoption of a gender perspective in the evaluation process.



Box 4. How to move forward with a gender-responsive evaluation

| APPROACH TO GENDER EQUALITY | DECISION: ASSESSING GENDER IMPACTS | | DECISION: ADOPTING A GENDER PERSPECTIVE IN THE EVALUATION |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>If the principal objective of your intervention is gender equality and it adopted a gender perspective throughout the intervention cycle</p> | <p>Use the toolkit to assess if your intervention has achieved its gender equality objectives as planned, and if it has satisfactorily adopted a gender perspective.</p> | <p>In all cases, if you have to identify and assess gender and environmental impacts in more detail, use TOOL 6 and TOOL 8 to help identify and assess gender impacts and the gender implications of environmental impacts.</p> <p>In addition, consult TOOL 7 to ensure that the evaluated intervention is future-proof and supports a sustainable future for women and men in all their diversity.</p> | <p>In all cases, use the following tools to ensure that your evaluation adopts a gender perspective during:</p> <p>preparation – TOOL 2, TOOL 3, TOOL 4 and TOOL 5; fieldwork – TOOL 9; reporting and dissemination – TOOL 10 and TOOL 11.</p> |
| <p>If your intervention is not gender targeted, but it is expected to have a positive impact on gender equality and implement gender mainstreaming</p> | <p>Use the toolkit to assess if your intervention has achieved its objectives in relation to gender equality as planned, and if it has satisfactorily adopted a gender perspective.</p> | | |
| <p>If the intervention does not have a discernible impact on gender equality, but adopts a 'do no harm' approach to gender equality</p> | <p>You may need to analyse gender impacts. Use the toolkit to identify any unintended gender impacts, whether positive or negative, to ensure that no gender inequalities were perpetuated or reinforced in the context of the intervention. If relevant, assess any corrective measures taken to avoid negative gender impacts.</p> | | |
| <p>If the intervention is gender-unaware, does not adopt a gender perspective and does not ensure a 'do no harm' approach to gender equality</p> | <p>You will need to analyse gender impacts. Use the toolkit to identify any unintended gender impacts, whether positive or negative, to ensure that no gender inequalities were perpetuated or reinforced in the context of the intervention.</p> | | |
| <p>If you do not need to assess gender impacts any further</p> | <p>You should explain in your evaluation report how the intervention respected and promoted gender equality, how a gender perspective was mainstreamed and how it was ensured that the intervention would 'do no harm' to the environment or to gender equality. The decision not to assess gender impacts, including the gender dimension of environmental impacts, in greater detail should not be based on an assumption of 'neutrality'. Such decisions should be clearly motivated and documented.</p> | | |



TOOL 2. Attracting institutional support and engagement



Mobilising institutional support and engagement is the first step towards a successful gender-responsive evaluation. This will foster a culture of gender-responsive policymaking and ensure adequate resources (both financial and human) to implement a gender-responsive evaluation for a sustainable future for all. This tool will give you tips on how to engage with relevant institutions and stakeholders to ensure endorsement and support for your evaluation approach and better buy-in for the evaluation findings.

This tool consists of two steps:

- 1) aligning with the EU and/or national policy frameworks and getting the basics right using this toolkit,
- 2) securing support and resources.

Step 1. Aligning with the EU and/or national policy frameworks and getting the basics right using this toolkit

It is important to ensure that your approach to gender-responsive evaluation aligns with that of the EU and, where relevant, national policies and guidelines – particularly those relating to gender equality (e.g. the EU gender equality strategy, national strategies and/or action plans for gender equality) ⁽⁷⁹⁾ and the green transition (e.g. policies that deliver on the European Green Deal) ⁽⁸⁰⁾. See [Chapter 3](#) of this toolkit to learn more about EU and national commitments to identify and assess gender and environmental impacts in evaluations.

When aligning your evaluation approach, consider the following steps.

1. Review EU and, where relevant, national policies and guidelines on evaluation

Familiarise yourself with the relevant EU (and, where relevant, national) policies and guidelines that apply to your evaluation. The 'Better regulation' guidelines ⁽⁸¹⁾ and toolbox ⁽⁸²⁾ offer general insights and guidance on the evaluation methodologies, data collection techniques and reporting requirements considered relevant and effective within EU and/or national contexts.

2. Identify the key objectives and priorities in those EU or national policy frameworks that are relevant to your evaluation, including on gender equality and the green transition

Consider how your evaluation can contribute to the goals outlined in these policy frameworks. Look for alignment in terms of thematic areas, outcomes, indicators and desired impacts. Highlight the connections between the objectives of your evaluation and broader EU and/or national objectives. For example, if you are working with shared management programmes, you can get familiar with the European semester country reports and country-specific recommendations, as these contain descriptions of the attainment of green transition and gender equality objectives ⁽⁸³⁾. You can also get acquainted with your Member State's progress on the SDGs in the voluntary national reviews ⁽⁸⁴⁾.

3. Familiarise yourself with this toolkit

The toolkit you are now reading will help you grasp the basics of gender-responsive evaluation throughout the evaluation process – from what you need to know before you start the evaluation to disseminating the evaluation findings.

⁽⁷⁹⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

⁽⁸⁰⁾ Commission communication – The European Green Deal (COM (2019) 640 final).

⁽⁸¹⁾ European Commission(2021), Commission staff working document – Better regulation guidelines, SWD(2021) 305 final.

⁽⁸²⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽⁸³⁾ European Commission (2023), 'The European semester in your country' (https://commission.europa.eu/business-economy-euro-economic-and-fiscal-policy-coordination/european-semester/european-semester-your-country_en).

⁽⁸⁴⁾ European Commission (n.d.), 'Voluntary reviews of SDG implementation' (https://commission.europa.eu/strategy-and-policy/sustainable-development-goals/voluntary-reviews-sdg-implementation_en).



Step 2. Securing support and resources

1. Begin by raising awareness

Use the platforms and internal communication and coordination channels within your institution that are the most appropriate to raise awareness and make a case for integrating gender concerns into evaluations, including the gender implications of environmental impacts and climate change. Emphasise the importance and potential benefits of adopting a gender perspective, such as improved policy effectiveness, increased accountability and transparency, enhanced institutional reputation, and relevance to institutional goals and commitments. See [Chapter 3](#) of this toolkit to learn why gender-responsive evaluation is important to ensure a gender-equal green transition.

2. Identify allies

Engage with different departments, units and teams within your institution to promote gender-responsive evaluation. Seek out influential individuals who can help to mobilise support and act as allies for this initiative. Support gender equality focal points and equality coordinators to champion gender-responsive evaluation within their respective areas. Engage with those conducting environmental evaluations and show them the importance of acknowledging and assessing the gender dimension of environmental impacts. These collaborations can also bring in additional expertise and resources, as well as opportunities for learning and sharing experiences. You can also seek support from available support structures for gender equality.

3. Engage leadership

If possible, secure the support of management and leaders within your institution. Request their endorsement and ask them to communicate the importance of this initiative to staff. Encourage leaders to integrate and operationalise the commitment to assess gender impacts in evaluations into relevant documents of the institution and demonstrate their commitment through public statements and actions.

4. Secure financial and human resources

Ensure that adequate financial and human resources are allocated. This may include budgeting for gender expertise, gender-responsive data collection tools and capacity-building activities. Look for ways to leverage existing resources that can support gender-responsive evaluation. These might include internal gender expertise and evaluation specialists and engaging with other partners (e.g. other EU agencies or governmental gender equality bodies). If additional resources need to be dedicated, engage with the institutional leadership to present the case for gender-responsive evaluation for a sustainable future for all.

Box 5. How to deal with resistance




Dealing with resistance is part of any change process. It requires patience and persistence, but such resistance can be addressed and used to promote change. To address resistance effectively, you may first want to take some time to listen actively to those individuals and groups expressing resistance to acknowledge their perspectives and understand the reasons for the resistance (e.g. misconceptions or doubts about feasibility). There are several steps you can take to address these concerns.

For example, you could provide evidence-based responses to address individuals' doubts or misconceptions. You may also want to emphasise the rationale, illustrate the benefits and highlight support from the institutional leadership. Look for opportunities to provide education and training to alleviate people's concerns by building capacity and awareness-raising. If you are working at the European Commission, you and your team can consider taking available training on gender equality and gender mainstreaming, and on change management from a gender perspective. It may also be necessary to address institutional barriers or challenges (e.g. lack of resources and institutional evaluation policies) by advocating for necessary changes.



For more information and tips, use EIGE’s module on ‘Dealing with resistance’ in the step-by-step toolkit on gender institutional transformation ⁽⁸⁵⁾.

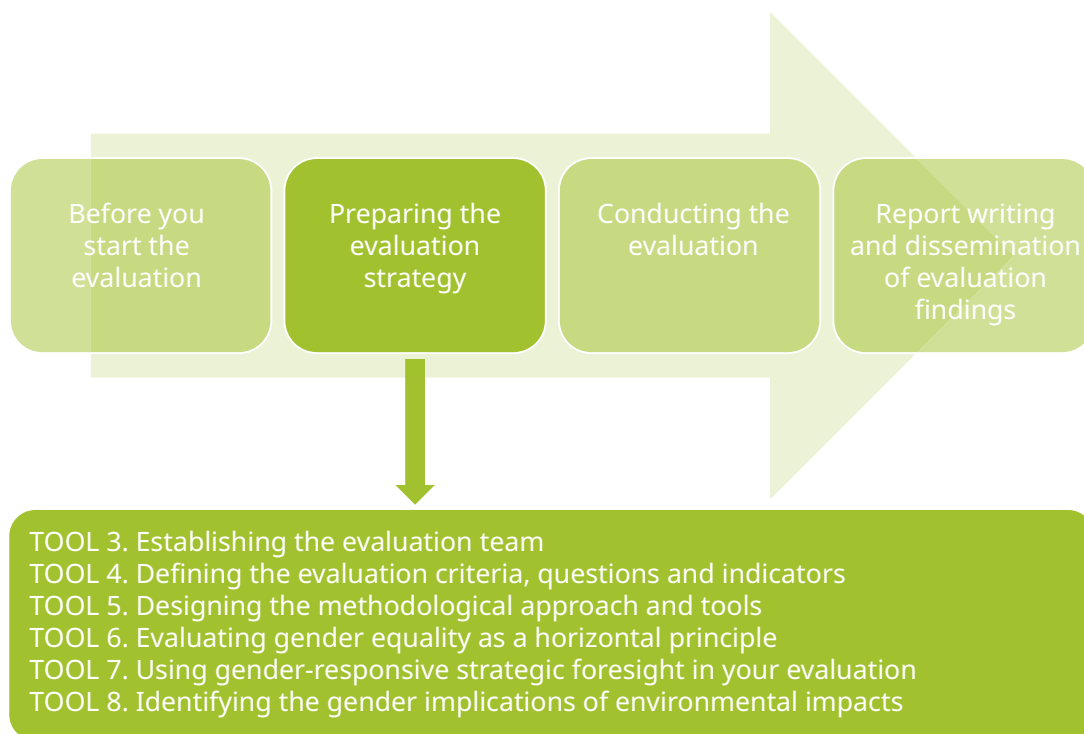
Box 6. End-of-phase checklist: before you start the evaluation

|  Before you start your evaluation, make sure you: | YES | NO |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| – Familiarise yourself with what gender impacts are. | | |
| – Familiarise yourself with the legal and policy framework for gender equality at the EU, national or local level, as required. | | |
| – Familiarise yourself with the relevant gender equality requirements of specific EU funds. | | |
| – Familiarise yourself with the intervention logic and approach to gender equality of the intervention to be evaluated. | | |
| – Establish a preliminary list of the potential gender impacts of the intervention to be evaluated. | | |
| – Familiarise yourself with the toolkit and how it can help you conduct a gender-responsive evaluation for a sustainable future for all. | | |
| – Secure the funding and resources needed to implement a gender-responsive evaluation. | | |
| – Identify allies and gather institutional support. | | |
| Before you start to prepare your evaluation strategy, make sure you avoid the following mistakes. | | |
| ✓ Do not assume that gender equality is not relevant to the intervention / policy area to be evaluated. | | |
| ✓ Do not assume that the intervention under evaluation had no impacts on gender equality. | | |
| ✓ Give proper consideration to EU obligations and requirements relating to gender equality and gender mainstreaming during the preparation, implementation, monitoring and evaluation of interventions. | | |
| ✓ Give proper consideration to internal resistance that might frustrate your efforts to conduct a gender-responsive evaluation. | | |

⁽⁸⁵⁾ EIGE (n.d.), ‘Dealing with resistance: Gender mainstreaming, change and resistance’ (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/dealing-resistance>).



PREPARING THE EVALUATION STRATEGY



TOOL 3. Establishing the evaluation team



This tool will guide you on how to include gender and environmental expertise in your evaluation team. It will assist you in considering this both in terms of an internal evaluation team and when working with external contractors. This tool complements tool #48 of the 'Better regulation' toolbox on conducting the evaluation ⁽⁸⁶⁾.

Different views, knowledge and perspectives are essential during policymaking. When seeking to assess the gender impacts of an intervention, it is vital that you have gender expertise in your team. Environmental expertise is also needed to recognise the complex interplay between environmental sustainability and gender impacts, and

potential trade-offs and synergies between gender-related interventions and environmental goals.


See [Figure 3](#) for a checklist of elements to consider when establishing your evaluation team. If you answer **NO** to any of the questions, then you should take steps to close the gaps in those areas of expertise.

A gender-balanced ⁽⁸⁷⁾ evaluation team is desirable, and consideration should be given to ensuring cultural and geographical representation (see [TOOL 9](#)).

⁽⁸⁶⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽⁸⁷⁾ In a scenario in which there is gender equality, there is an expectation that women and men will participate in various areas proportionally to their respective shares in the population. However, it is often observed that women's participation falls below what would be anticipated based on the gender distribution, leading to their under-representation, while men tend to participate at a higher rate, resulting in their over-representation. EIGE (n.d.), 'Gender balance' (https://eige.europa.eu/publications-resources/thesaurus/terms/1097?language_content_entity=en).

**Figure 3. Checklist for establishing an evaluation team**

|  Do you have sufficient gender and environmental expertise in your evaluation team? Do the evaluation's groups, such as the Commission's interservice group ⁽⁸⁸⁾, include members with gender equality expertise and environmental expertise? | YES | NO |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Is the evaluation team gender balanced and culturally and geographically diverse? | | |
| Has the team composition paid attention to other grounds, such as physical ability or sexual orientation? | | |
| Does someone in your team have experience in conducting gender-responsive evaluations or incorporating gender analysis? | | |
| Within your team, is there knowledge of the relevant gender equality legal and policy frameworks and gender-related challenges in the policy area? | | |
| Does someone in your team have experience in conducting environmental evaluations or assessing the environmental impacts of interventions? | | |
| Within your team, is there knowledge of current environmental challenges, conservation practices or sustainable resource management and its gendered dimensions? | | |
| Does your organisation have a gender unit and/or gender (equality) focal points you can contact? | | |
| Does your organisation have an environmental or sustainability unit that you can get in contact with? | | |
| Have you considered engaging external gender experts and researchers who know your policy area? | | |
| Have you considered engaging external environmental experts and researchers who know your policy area? | | |
| Have you allocated appropriate budgetary resources to allow you to acquire this expertise? | | |
| If you are working with external contractors to conduct the evaluation, have you included gender and environmental requirements for the evaluation team in the terms of reference? See more in Box 7 . | | |

While non-Commission staff cannot be members of the interservice group, you can still consult with representatives of EU agencies and bodies in the context of your evaluation. Additional expertise and first-hand knowledge can be gath-

ered through targeted consultations. Overall, a participatory approach should be a key part of the methodological design of your evaluation. See [TOOL 5](#) for more information.

⁽⁸⁸⁾ Every directorate-general (DG) of the Commission has a designated evaluation function, which can take different forms. In addition to the designated evaluation manager, an interservice group must be created. The interservice group participates in all of the key steps of the evaluation and must steer the evaluation process. It is led by the evaluating DG and includes representatives of the evaluation unit and other relevant DGs. European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

Box 7. Developing an evaluation's tender specifications considering gender and environmental expertise ⁽⁸⁹⁾

External contractors are often hired through procurement procedures to conduct evaluations and support studies. If you are developing the technical specifications of an external evaluation, it is important to explicitly include gender and environmental expertise to ensure that the evaluation will address these dimensions.



Here are key elements you should consider when incorporating gender expertise into the terms of reference of an evaluation.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Subject matter. This should be defined in a gender-sensitive way.</p> | <p>For example, in a contract for evaluating mobility services, the subject matter could explicitly refer to gender differences with regard to journey types and the use of public transport. The contract's title and/or short description could explicitly refer to these gender aspects.</p> |
| <p>Selection criteria. Take account of the specific skills, experience and technical capacity needed to implement the gender aspects of the contract.</p> | <p>For example, in a contract for evaluating mobility services, which includes gender elements in the subject matter, the selection criteria could ask bidders to show prior experience and/or capacity for evaluating and integrating gender differences in the use of public transport.</p> <p>In the same contract, the selection criteria could ask bidders to show their capacity to build an evaluation team that includes gender and environmental expertise.</p> <ul style="list-style-type: none"> • Clearly outline the desired qualifications and expertise of gender and environmental expertise to be part of the evaluation team. • Seek individuals with a strong background in gender analysis, gender mainstreaming, environmental sustainability and knowledge of the policy area of the intervention under evaluation. They should possess relevant experience in evaluating gender and environmental impacts and knowledge of the relevant evaluation methods. • Clearly outline their roles and responsibilities, emphasising their contributions to the evaluation process. • Specify that the evaluation team should be gender balanced and that cultural and geographical representation should also be considered if relevant to the contract. |
| <p>Award criteria. Consider adding a criterion that specifically concerns gender equality in the proposed evaluation methodology.</p> | <p>For example, if the tender specifications require a gender and environmental perspective to be integrated throughout the evaluation, request that bidders present and explain the suitability of their methodological approach for conducting a gender-responsive evaluation. See more in TOOL 5 and Box 15.</p> |

⁽⁸⁹⁾ The information in Box 7 has been developed on the basis of EIGE (2022), 'Gender-responsive public procurement: Step-by-step toolkit' (<https://eige.europa.eu/publications/gender-responsive-public-procurement-step-step-toolkit>).



Consult EIGE's step-by-step toolkit on gender-responsive public procurement (GRPP)⁽⁹⁰⁾ to find further assistance for contracting authorities in adopting a gender perspective in the procurement process.

The Commission has also developed a handbook to assist institutions in employing green public procurement⁽⁹¹⁾. While some organisations are concerned about potential conflicts between environmental goals and gender equality and mainstreaming, there are synergies between them. In the case of evaluations, by incorporating the unified approach outlined in this toolkit within the same tender process, public entities can contribute to a just transition towards a more sustainable economy without reproducing or exacerbating gender and other social intersecting inequalities⁽⁹²⁾.

Box 8. Example: requirements for a gender-balanced team and expertise under the selection and award criteria



In 2022, the European Commission's Directorate-General (DG) for Mobility and Transport launched an open procedure for a framework contract for impact assessment and evaluation support studies in the field of transport⁽⁹³⁾. As part of the tender specifications⁽⁹⁴⁾, under both the selection and award criteria, the DG required contractors to prioritise equal opportunities between women and men during the selection process for experts, considering their level of expertise. In addition, contractors were encouraged to aim for gender and geographical balance across the assigned team, including supervisory and managerial positions.

How can DG Mobility and Transport and other DGs further enhance the integration of a gender equality and intersectional perspective into the procurement of evaluations and evaluation-supporting studies?

While incorporating a requirement for gender equality in the selection of experts and prioritising gender-balanced teams is commendable, the DG has the potential to further enhance the integration of a gender equality perspective in its evaluations. It can take additional steps to ensure the inclusion of gender experts with a robust background in gender analysis, gender mainstreaming and using an intersectional approach, and comprehensive knowledge of the policy area under evaluation. These experts should possess experience in assessing gender impacts and be well versed in gender policy and legal frameworks. In the tender specifications, the DG could clearly define the roles and responsibilities of such experts, highlighting their valuable contributions to the evaluation process. In addition, the DG could explicitly incorporate gender considerations into the evaluation's scope, objectives, methodology, data collection and data analysis.

Further guidance can be drawn from the present tool, as well as [TOOL 4](#) and [TOOL 5](#).

⁽⁹⁰⁾ EIGE (2022), 'Gender-responsive public procurement: Step-by-step toolkit' (<https://eige.europa.eu/publications/gender-responsive-public-procurement-step-step-toolkit>).

⁽⁹¹⁾ European Commission and ICLEI (2016), *Buying Green! A handbook on green public procurement*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2779/246106>).

⁽⁹²⁾ EIGE (2022), 'Gender-responsive public procurement: Step-by-step toolkit' (<https://eige.europa.eu/publications/gender-responsive-public-procurement-step-step-toolkit>).

⁽⁹³⁾ European Commission and DG Mobility and Transport (2022), 'Invitation to tender: Framework contract for impact assessment and evaluation support studies in the field of transport' (<https://etendering.ted.europa.eu/cft/cft-document.html?docId=112984>).

⁽⁹⁴⁾ European Commission and DG Mobility and Transport (n.d.), 'Framework contract for impact assessment and evaluation support studies in the field of transport – Tender specifications' (<https://etendering.ted.europa.eu/cft/cft-document.html?docId=112993>).



TOOL 4. Defining the evaluation criteria, questions and indicators



This tool will assist the evaluation team in designing the evaluation framework, including the evaluation criteria, questions and indicators, while ensuring that gender and the environment are fully taken into account. It also supports the commissioners of evaluations in verifying that gender equality is well integrated into specific sections of the overall evaluation framework.

The tool consists of five steps:

- 1) constructing a gender-responsive intervention logic,
- 2) setting evaluation criteria,
- 3) defining evaluation (sub)questions,
- 4) designing indicators,
- 5) preparing the evaluation matrix.

This tool complements several tools in the 'Better regulation' toolbox, including tool #46 on designing the evaluation, tool #47 on evaluation criteria and questions, and tool #48 on conducting the evaluation ⁽⁹⁵⁾.

Step 1. Constructing a gender-responsive intervention logic

Before you start, it is important to familiarise yourself with the logic of the intervention being evaluated ⁽⁹⁶⁾. Evaluations often need to reconstruct the logic of the intervention or the-

ory of change, either because it was not explicitly stated or because it has proven to be weak. In some cases, this reconstruction also includes integrating gender considerations, especially if these have not been taken into account in the initial design of the intervention. Refresh your memory on the intervention's approach to gender equality in [TOOL 1](#) (see Step 2).

The intervention description will probably be the same even if gender equality has not been considered from the beginning or you do not have sufficient data at this stage, and you can still strive to rebuild the results chain with a gender perspective. You can think about the underlying assumptions and external factors that are important to gender equality and may have facilitated or hindered the success of the intervention (assumptions about gender roles, care responsibilities, needs and interests of women and men, etc.). You can also consider the EU political and policy framework, which includes objectives for achieving gender equality (see more in [Figure 4](#)).



Even if the logic of the intervention under evaluation did not consider gender equality in its design, you must prepare evaluation questions and indicators that incorporate gender concerns. These questions and indicators should align with the reconstructed logic, addressing specific effects, causality linkages, assumptions, delivery methods and implementation arrangements. The steps provided in this tool can help you achieve this goal.

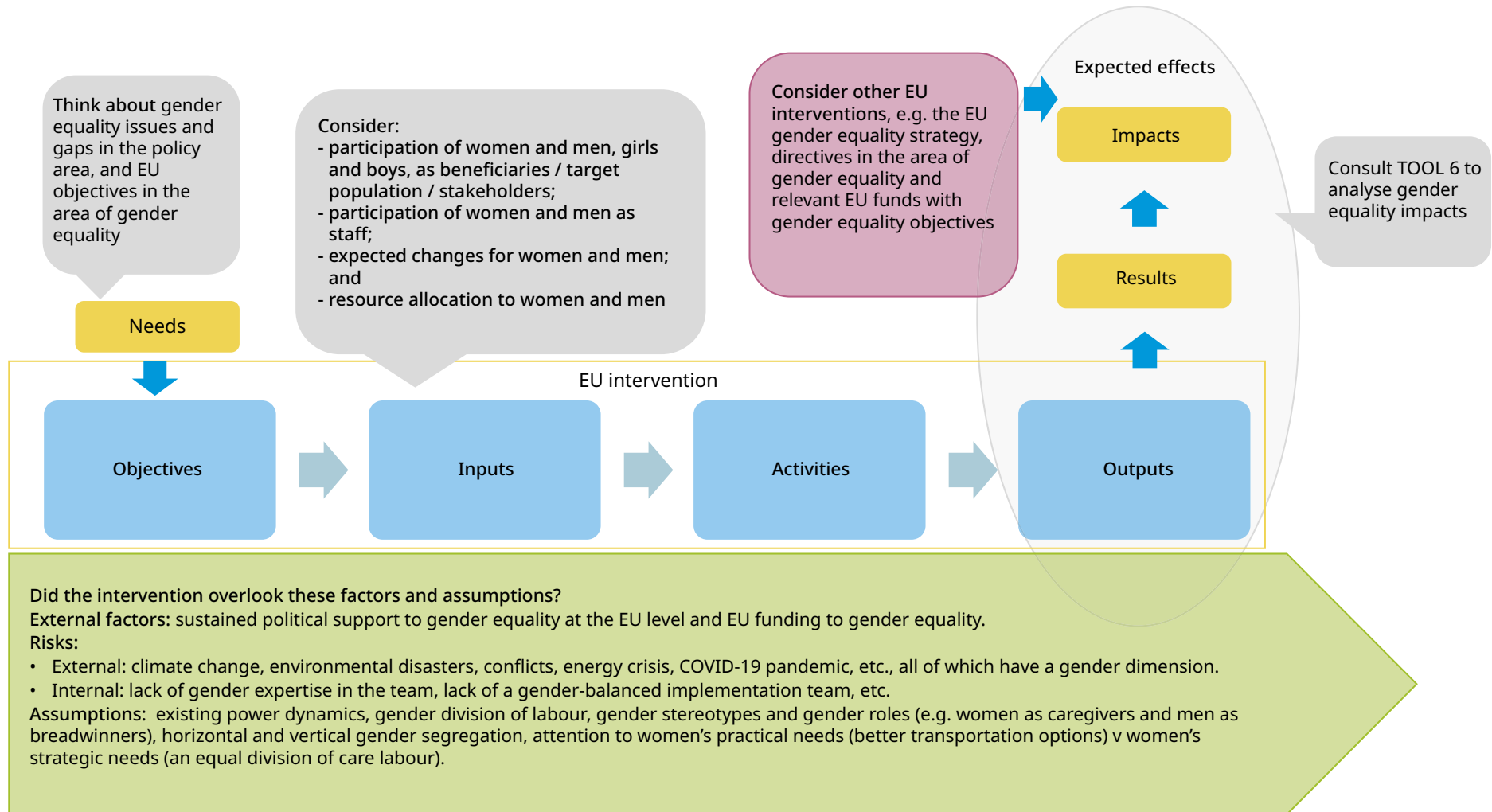
⁽⁹⁵⁾ European Commission(2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽⁹⁶⁾ The intervention logic of an intervention explains and visualises how change happens, starting from the identified needs and progressing to the anticipated impacts. Exploring the intervention logic will help you understand better the overall goals and objectives of the intervention, which is essential to ensure its meaningful evaluation. This will form the basis of the evaluation and, as such, should be aligned with the evaluation criteria, questions and indicators when they are developed.



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

Figure 4. Reconstructing a gender-responsive logic of intervention



Source: EIGE, based on tool #46, European Commission (2021), Commission staff working document – Better regulation toolbox, complementing SWD(2021) 305 final (https://commission.europa.eu/law/law-making-process/planning-and-proposing-law/better-regulation/better-regulation-guidelines-and-toolbox_en), p. 394.




Step 2. Setting evaluation criteria

The 'Better regulation' guidelines require that all evaluations and fitness checks base their analysis on the **evaluation criteria** of effectiveness, efficiency, coherence and relevance, and the EU

added value of the intervention⁽⁹⁷⁾. These standard evaluation criteria offer entry points for integrating gender considerations into evaluations because the same criteria are used by all evaluations within the EU (and, largely, worldwide).

Box 9. Learn more: mainstreaming gender and environment across the evaluation criteria

| Learn more about how the standard evaluation criteria set out in the 'Better regulation' guidelines can be used to help you measure gender and environmental responsiveness in evaluations.  | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness | <p>Assess how, why and to what extent an intervention has helped to 1) promote progress towards reaching gender equality and environmental sustainability goals; and 2) reduce gender inequalities and mitigate environmental damage.</p> <p>Determine if an intervention has had any intended positive or negative side effects on gender equality and environmental sustainability.</p> <p>Guidance on assessing the impacts of an intervention on gender equality can be found in TOOL 6 and guidance on the gender dimension of environmental impacts can be found in TOOL 8.</p> |
| Efficiency | <p>Examine the level and adequacy of the human and financial resources allocated to and used by the intervention to contribute to gender equality and environmental sustainability.</p> <p>Analyse the costs associated with neglecting investments in gender equality and the environment, focusing on the potential additional benefits that could have been achieved through the appropriate allocation of resources.</p> |
| Coherence | <p>Investigate 1) the level of coordination and complementarity between the different components of the intervention to support progress in gender equality and environmental sustainability (internal coherence); and 2) how the different components of the intervention relate to other interventions aimed at advancing gender equality and environmental sustainability (external coherence).</p> |
| Relevance | <p>Examine the extent to which the intervention 1) meets the current and future gender-specific needs of the target population and 2) addresses environmental concerns and promotes sustainability.</p> <p>For guidance on how to establish the relevance of an intervention to gender equality and environmental sustainability, consult TOOL 1.</p> |
| EU added value | <p>Collect evidence of any progress made towards gender equality and environmental sustainability that would not have taken place if the EU had not provided support for the intervention.</p> |

Other evaluation criteria, such as impact, sustainability and equity, are also frequently used in evaluations⁽⁹⁸⁾. These criteria can also be useful

for measuring the responsiveness of interventions towards gender and environmental issues (see [Box 10](#)).

⁽⁹⁷⁾ European Commission(2021), Commission staff working document – Better regulation guidelines, SWD(2021) 305 final.

⁽⁹⁸⁾ OECD (2021), *Applying Evaluation Criteria Thoughtfully* (<https://www.oecd.org/dac/applying-evaluation-criteria-thoughtfully-543e84ed-en.htm>); EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).



Box 10. Learn more: additional evaluation criteria for gender mainstreaming ⁽⁹⁹⁾



The GREENA toolkit provides guidance on five EU evaluation criteria, but there are other evaluation criteria that can be suitable in the context of your evaluation ⁽¹⁰⁰⁾.

The criterion of **'impact'** can help you measure the broader and lasting effects or changes that result from an intervention on gender equality and environmental sustainability, including both intended and unintended impacts, both positive and negative. This often involves looking at changes in behaviour that can be attributed to the intervention.

The criterion of **'sustainability'** can help you determine whether or not an intervention's benefits, outcomes and impacts on gender equality and environmental sustainability will be maintained and continued even after the intervention itself has ended. This generally involves examining the resilience of the various elements of the intervention required to maintain the benefits over time, as well as the potential risks and trade-offs.

The criterion of **'equity'** can help you assess whether or not an intervention's benefits, outcomes and impacts on gender equality and environmental sustainability have been distributed equally and fairly between different groups of women and men and among different ecosystems. It typically involves considering the extent to which the intervention has taken into account the diverse experiences, needs and interests of different stakeholders, particularly disadvantaged groups of women and men, and promoted inclusive actions.

While it is essential to revise the evaluation criteria to integrate a gender perspective, you may also wish to introduce standalone criteria on gender equality, as this can help you to achieve a detailed assessment of the gender aspects of the intervention.

Step 3. Defining evaluation (sub)questions

Once the evaluation criteria have been defined, the evaluation team should develop corresponding **evaluation questions**. It is essential that gender-responsive evaluation questions are included in as many criteria as possible, as using a single criterion may not provide a complete picture of the situation.

⇒ **Because the terms of reference for evaluations often ask general questions, a gender perspective can be integrated more explicitly by developing gender-responsive subquestions.**

Below, you can find some examples of gender evaluation subquestions in the context of the green transition, arranged by criterion. Although these examples may be useful, it is important to note that the exact questions will depend on the type and topic of the intervention and the target groups of the evaluation.

The general questions in [Box 11](#) are based on tool #47 ('evaluation criteria and questions') from the 'Better regulation' toolbox ⁽¹⁰¹⁾.

⁽⁹⁹⁾ EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

⁽¹⁰⁰⁾ The 'Better regulation' toolbox provides for the use of additional evaluation criteria on some occasions. For equity, it proposes to assess 'How fairly are the different effects distributed across the different stakeholders / regions / genders / social groups [e.g. low-income groups, persons with a minority ethnic or racial background, persons with disabilities]?' It suggests that equity could be addressed through evaluation questions under the effectiveness criterion. See European Commission (2023), Better Regulation Toolbox (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>), p. 414.

⁽¹⁰¹⁾ European Commission(2023), Better Regulation Toolbox (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>), pp. 408–413.

**Box 11. How to define gender-responsive evaluation subquestions in the context of the green transition****EFFECTIVENESS**

| Typical questions used to evaluate effectiveness | Examples of gender-responsive evaluation subquestions in the context of the green transition |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - To what extent did the intervention achieve its objectives? Did it bring about the intended changes? - What are the impacts of the intervention? Are they in line with what was expected when the intervention was introduced? - Have any unforeseen or unexpected effects facilitated or hampered progress? - Did any external factors influence the progress made in achieving the intervention's objectives? If so, what are these factors and how do they relate to the intervention? | <ul style="list-style-type: none"> - To what extent has the intervention reached its gender and environmental objectives? If it has, how have these objectives contributed to gender equality and environmental sustainability? - What are the impacts of the intervention on gender equality and the environment? Has the intervention affected various groups of women and men differently, and, if so, how? How has it affected environmental sustainability? - What factors have contributed to or hindered the achievement of the expected results with regard to gender equality and environmental sustainability? - Have any intended or unintended consequences for gender equality and environmental sustainability resulted from the intervention? |

**EFFICIENCY**

| Typical questions used to evaluate efficiency | Examples of gender-responsive evaluation subquestions in the context of the green transition |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - Were the changes/effects resulting from the intervention achieved at the planned costs, or were there variances in costs? If so, what factors explain these differences? - What are the benefits and costs experienced by different groups? Have they been distributed as initially planned? - To what extent do factors linked to the intervention influence the efficiency with which the observed achievements were attained? - Have you detected any inefficiencies in the intervention? - What is the intervention's potential for simplification and cost reduction? | <ul style="list-style-type: none"> - Were human and financial resources allocated strategically to achieve gender equality and environment-related goals? - Have the results in terms of gender equality and environmental sustainability been achieved at a reasonable cost? - Have the resources, costs and benefits been distributed equitably between different groups of women and men in different regions? - Were the resources allocated adequate to effectively deal with the gender and environmental issues identified during the design phase of the intervention? |



|  COHERENCE | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Typical questions used to evaluate coherence | Examples of gender-responsive evaluation subquestions in the context of the green transition |
| <ul style="list-style-type: none"> - To what extent does the intervention align with international commitments (e.g. the SDGs)? - To what extent does the intervention align with existing EU priorities and policies? - To what extent is the intervention aligned with similar interventions at the international, EU and national levels? - To what extent do the various components of the intervention align and harmonise with each other? - To what extent have synergies been created between the various components of the intervention? Have potential trade-offs been addressed? | <ul style="list-style-type: none"> - Was the treatment of gender and environmental issues during the implementation of the intervention logical and consistent? - To what extent was the intervention consistent with the EU commitments in the areas of gender equality and environmental sustainability / gender and environmental mainstreaming? - To what extent was the intervention consistent with the implementation of the EU gender equality strategy, European Green Deal and/or national strategies and goals? - To what extent was the intervention consistent with commitments to gender equality and environmental sustainability in other policy areas? |
|  RELEVANCE | |
| Typical questions to evaluate relevance | Examples of gender-responsive evaluation subquestions in the context of the green transition |
| <ul style="list-style-type: none"> - How was the relevance of the intervention's scope and objectives established at the design stage and maintained during implementation? - To what extent has the intervention met the current and future needs of the target populations? - To what extent do the intervention's initial goals still match current and future needs? - To what extent is action still necessary to respond to the problems initially targeted by the intervention? - Have circumstances changed significantly to the extent that the intervention needs to be adapted or modified? | <ul style="list-style-type: none"> - To what extent have gender and environmental considerations been integrated into the definition of the intervention's scope and objectives, and how have these concerns been maintained over time throughout implementation? - How well has the intervention responded to the distinct needs of different groups of women and men within the target population? - Were adjustments made to the intervention during its implementation to respond to new challenges or opportunities related to gender equality and environmental concerns? If so, which ones and how? - Has the intervention contributed positively to creating conditions conducive to gender equality and environmental sustainability? - Are there any persistent or emerging gender and environmental challenges that require further action beyond the intervention? |



| EU ADDED VALUE | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Typical EU added value evaluation questions | Examples of gender-responsive evaluation subquestions in the context of the green transition |
| <ul style="list-style-type: none"> - Would the intervention's results/outputs/impacts have been achieved if the EU had not intervened? - Did EU intervention add value, compared with what Member States could reasonably have achieved through national/regional action? - Now that the intervention has been completed, were its objectives/results/impacts achieved more effectively because of action at the EU level? - What would be the most likely outcomes of the intervention if the EU intervention were interrupted or discontinued? | <ul style="list-style-type: none"> - To what extent would those changes favouring gender equality and environmental sustainability brought about by the intervention have been achieved without EU support? - How has the EU's funding and support fostered progress in advancing gender equality and environmental sustainability compared with interventions at the national and regional levels? - To what extent has the intervention brought additional benefits or established links with Member States' interventions on gender equality and environmental sustainability? - Is the EU still best placed to pursue the gender equality and environmental sustainability objectives/results/impacts of the intervention? What would happen if EU support for these areas ceased? |

Box 12. Further guidance on developing gender-responsive evaluation questions in the context of the green transition



For more information on preparing gender-responsive evaluation questions to ensure a sustainable future for all, consult the following resources:

- EIGE's brief on gender-responsive evaluations ⁽¹⁰²⁾,
- the United Nations Evaluations Group's (UNEG's) guidance document on integrating human rights and gender equality in evaluation ⁽¹⁰³⁾,
- the International Labour Organization evaluation office's guidance on integrating gender equality in monitoring and evaluation ⁽¹⁰⁴⁾,
- *Key Evaluation Questions (KEQs) to Guide Footprint Evaluations* ⁽¹⁰⁵⁾.

⁽¹⁰²⁾ EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

⁽¹⁰³⁾ UNEG (United Nations Evaluation Group) (2014), 'Integrating human rights and gender equality in evaluation – Towards UNEG guidance' (<http://www.uneval.org/document/detail/980>).

⁽¹⁰⁴⁾ ILO (International Labour Organization) (2020), 'Guidance Note 3.1: Integrating gender equality in monitoring and evaluation' (<https://www.ilo.org/media/482421/download>).

⁽¹⁰⁵⁾ Davidson, J. and Rowe, A. (2021), *Key Evaluation Questions (KEQs) to Guide Footprint Evaluations* (<https://www.betterevaluation.org/sites/default/files/Footprint%2520KEQs%2520v2.pdf>).



Step 4. Designing indicators

After formulating gender- and environment-responsive evaluation questions, the evaluation team needs to design appropriate **indicators**. Impact assessments and *ex ante* evaluations of EU spending programmes typically define a set of indicators for monitoring and evaluating their performance in achieving their intended objectives⁽¹⁰⁶⁾. Although these indicators often form the basis for the *ex post* evaluation, you can add other indicators to ensure that a gender perspective is adopted in the context of the European Green Deal.

Depending on the context, objectives and requirements of the intervention's evaluation, you can use different types of indicators⁽¹⁰⁷⁾, including:

- **output indicators** (what the intervention produced),

- **outcome indicators** (what the delivery of these outputs has achieved),
- **impact indicators** (how the intervention has contributed to higher-level goals).

Other indicators are also often used in evaluations (i.e. context, process and input indicators) and can be effective in measuring how your intervention addresses gender equality and environmental sustainability⁽¹⁰⁸⁾.

Table 3 shows examples of gender-responsive indicators for each type of indicator. You should keep in mind that these examples should be further tailored or detailed based on the specific nature of your intervention. In addition, not all criteria necessitate a detailed assessment using the three types of indicators. The choice of indicators should be based on the type of your intervention and the scope and objectives of your evaluation.

Table 3. Examples of gender-responsive evaluation indicators in the context of the green transition

| Criterion | Evaluation objective | Indicators |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness | Measure the extent to which the intervention's objectives were achieved with regard to promoting gender equality in the green transition. | <p>Output</p> <ul style="list-style-type: none"> • Number of gender training sessions held within green transition interventions. • Number of women participants in green energy workshops or conferences. <p>Outcome</p> <ul style="list-style-type: none"> • Increase in the number of women employed in green energy sectors after training. • Rise in women-led green projects after participating in green transition initiatives. <p>Impact</p> <ul style="list-style-type: none"> • Change in women's representation in green energy leadership roles from last year. • Reduction in the gender pay gap within the green energy sector over a set period. |

⁽¹⁰⁶⁾ For more on monitoring arrangements and indicators, see Tool #43, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽¹⁰⁷⁾ Cedefop (European Centre for the Development of Vocational Training) (2023), 'Choosing relevant indicators: evaluation guidance' (<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/evaluate/choosing-relevant-indicators#group-title-0>).

⁽¹⁰⁸⁾ EIGE (n.d.), 'Gender monitoring' (https://eige.europa.eu/gender-mainstreaming/tools-methods/gender-monitoring?language_content_entity=en).



| Criterion | Evaluation objective | Indicators |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Efficiency | Evaluate the outputs relative to the inputs in promoting gender equality in the green transition. | Output <ul style="list-style-type: none">• Total funds allocated for gender-targeted green transition interventions.• Number of gender equality resources (guidance notes, toolkits) developed for green initiatives. Outcome <ul style="list-style-type: none">• Cost per female participant successfully trained and placed in a green sector job.• Cost-effectiveness of campaigns promoting women's involvement in the green transition. Impact <ul style="list-style-type: none">• Long-term economic benefits resulting from enhanced participation of women in the green sector. |
| Coherence | Assess the alignment of gender-targeted green interventions with other policies or actions. | Output <ul style="list-style-type: none">• Number of gender and green transition policies that reference or complement the EU's gender equality strategy and the European Green Deal. Impact <ul style="list-style-type: none">• Long-term alignment of EU and national gender and environmental policies.• Integration of gender perspectives in overarching green transition goals and strategies. |
| Relevance | Measure whether or not the intervention addresses the actual needs and priorities related to gender equality in the green transition. | Output <ul style="list-style-type: none">• Percentage of green transition interventions with a clear gender equality component.• Number of stakeholder consultations including women in green transition planning. Outcome <ul style="list-style-type: none">• Feedback from women and girl participants on the relevance of gender-targeted green training programmes.• Rate of adoption of gender equality tools by relevant environmental organisations. Impact <ul style="list-style-type: none">• Long-term alignment of green policies with gender equality needs. |



| Criterion | Evaluation objective | Indicators |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EU added value | Understand the unique contributions or benefits realised thanks to EU involvement in gender equality within the green transition. | <p>Output</p> <ul style="list-style-type: none"> • Number of EU-funded gender-targeted green transition projects. • EU funding allocated specifically for gender equality in green initiatives. <p>Outcome</p> <ul style="list-style-type: none"> • Demonstrated advancements in gender equality in Member States following EU-funded green projects. • Rise in awareness of gender issues in green sectors as a result of EU campaigns. <p>Impact</p> <ul style="list-style-type: none"> • Broader societal shift towards gender equality within the green transition in Member States due to EU intervention. • Long-term economic and social benefits connected to the EU's intervention in gender equality in the green sector. |

To populate all the indicators, it is essential that you gather data disaggregated by sex. Whenever possible, it is important to collect data based on

other characteristics. These characteristics can include age, disability status, socioeconomic status, sexual orientation and more.

Box 13. Tips: how to deal with data limitations



Thinking about the data collection process is crucial and should be initiated well before the evaluation process itself. The reality is that, in many instances, the limited availability of data hinders the ability to conduct a gender-responsive evaluation. This availability is often determined in advance (in the design and implementation of the intervention) and not by those who will eventually be involved in the evaluation. Nonetheless, correcting or supplementing insufficient data *ex post* is possible. If you are in this situation, consider these tips.

- When quantitative data are lacking, consider qualitative methods. Interviews, focus groups and other methods for stakeholder consultation can provide insights into gender aspects even if the intervention was not designed with gender equality in mind.
- Engage with a diverse group of stakeholders, ensuring representation across different groups of women and men. Not only can they assist you in gathering more relevant data, but their perspectives can also offer valuable information to compensate for the absence of predefined gender-specific data.
- Consider leveraging secondary or existing data sources when primary data are not available. This could include previous research, reports, studies or evaluations, or any other relevant data source that can be repurposed or provide supplementary context for your evaluation.

⇒ See more about data collection in [TOOL 5](#).

In your evaluation report, stress the importance of designing future interventions with gender equality in mind from the outset. This can help in setting the tone for subsequent interventions.

⇒ See more about writing the evaluation report and preparing recommendations in [TOOL 10](#).



Box 14 provides the list of EU SDG indicators relevant to gender equality or disaggregated by sex.

Box 14. EU SDG indicators

The Commission has committed⁽¹⁰⁹⁾ to mainstreaming the SDGs into the EU's policymaking process. Impact assessments and evaluations must report on progress towards the relevant SDGs and examine how the intervention in question supports their achievement. The Commission has developed specific indicators to monitor progress towards the SDGs in the context of the EU⁽¹¹⁰⁾. Gender equality is a cross-cutting objective in the SDGs, and so all SDGs are relevant to gender equality.

The following indicators of the **EU SDG indicator set are disaggregated by sex** and can be useful when developing your evaluation matrix and in informing your assessment of gender impacts in different areas.

SDG 1 – No poverty

- Severe material and social deprivation rate, by age group and sex (sdg_01_31).
- Self-reported unmet need for medical examination and care, by sex (sdg_03_60).

SDG 3 – Good health and well-being

- Healthy life years at birth, by sex (sdg_03_11).
- Share of people with good or very good perceived health, by sex (sdg_03_20).
- Smoking prevalence, by sex (source: DG Health and Food Safety) (sdg_03_30).
- Fatal accidents at work per 100 000 workers, by sex (sdg_08_60).

SDG 4 – Quality education

- Early leavers from education and training, by sex (sdg_04_10).
- Tertiary educational attainment, by sex (sdg_04_20).
- Participation in early childhood education, by sex (children aged 3 years and over) (sdg_04_31).
- Adult participation in learning, by sex (sdg_04_60).
- Share of individuals having at least basic digital skills, by sex (sdg_04_70).

SDG 8 – Decent work and economic growth

- Young people neither in employment nor in education and training, by sex (sdg_08_20).
- Employment rate, by sex (sdg_08_30).
- Long-term unemployment rate, by sex (sdg_08_40).
- Fatal accidents at work per 100 000 workers, by sex (sdg_08_60).
- Persons outside the labour force due to caring responsibilities, by sex (sdg_05_40).

⁽¹⁰⁹⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final) (<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2021:219:FIN>).

⁽¹¹⁰⁾ European Commission (n.d.), 'Voluntary reviews of SDG implementation' (https://commission.europa.eu/strategy-and-policy/sustainable-development-goals/voluntary-reviews-sdg-implementation_en).



SDG 16 – Peace, justice and strong institutions

- Standardised death rate due to homicide, by sex (sdg_16_10).

In addition, the EU has adopted the following indicators to precisely **track progress under SDG 5 on gender equality** and the empowerment of women and girls:



- physical and sexual violence to women, by age group (2012 data) (source: EU Agency for Fundamental Rights) (sdg_05_10),
- gender pay gap in unadjusted form (sdg_05_20),
- gender employment gap by type of employment (sdg_05_30),
- persons outside the labour force due to caring responsibilities, by sex (sdg_05_40),
- seats held by women in national parliaments and governments (source: EIGE) (sdg_05_50),
- positions held by women in senior management positions (source: EIGE) (sdg_05_60),
- early leavers from education and training, by sex (sdg_04_10),
- tertiary educational attainment, by sex (sdg_04_20).

The indicators are available on Eurostat's website ⁽¹¹¹⁾. As the EU SDG indicator set does not include all of the SDG targets and indicators (including some gender-specific indicators ⁽¹¹²⁾), more data on the implementation of the SDGs at the national level can be found in the voluntary national reviews ⁽¹¹³⁾ submitted by Member States to the United Nations High-Level Political Forum on Sustainable Development and websites of national statistical offices.

In addition, a **long list of gender-responsive indicators** on a wide range of topics can be found in:

- EIGE's Gender Statistics Database ⁽¹¹⁴⁾, a comprehensive knowledge centre for gender statistics and indicators on various aspects of (in)equalities between women and men in the EU,
- EIGE's Gender Equality Index ⁽¹¹⁵⁾, a composite indicator tool to measure the progress of gender equality in the EU,
- the United Nations Department of Economic and Social Affairs' 'Portal on minimum set of gender indicators' ⁽¹¹⁶⁾,
- the Asian Development Bank and Australia Aid's 'Toolkit on gender equality results and indicators' ⁽¹¹⁷⁾,
- the Green Climate Fund and UN Women's *Mainstreaming Gender in Green Climate Fund Projects* ⁽¹¹⁸⁾,
- the OECD's *Gender and the Environment: Building evidence and policies to achieve the SDGs* ⁽¹¹⁹⁾,
- the European Environment Agency's environmental indicators ⁽¹²⁰⁾.

⁽¹¹¹⁾ The EU SDG indicator set is available on Eurostat's website (<https://ec.europa.eu/eurostat/web/sdi/database>).

⁽¹¹²⁾ For reference, see UN Statistics Division (2018), *Gender-relevant SDG Indicators (80 Indicators)* (https://unstats.un.org/unsd/demographic-social/gender/documents/Gender%2080SDG%20Indicator%20Framework_2019.pdf).

⁽¹¹³⁾ UN High-Level Political Forum on Sustainable Development (n.d.), 'Countries' (<https://hlpf.un.org/countries>).

⁽¹¹⁴⁾ EIGE (n.d.), 'Gender Statistics Database' (<https://eige.europa.eu/gender-statistics/dgs>).

⁽¹¹⁵⁾ EIGE (n.d.), 'Gender Equality Index' (<https://eige.europa.eu/gender-equality-index/2023>).

⁽¹¹⁶⁾ UN Department of Economic and Social Affairs (2023), 'Portal on minimum set of gender indicators' (<https://capacity.desa.un.org/tools/2022/portal-minimum-set-gender-indicators>).

⁽¹¹⁷⁾ Asian Development Bank and Australian Aid (2013), *Tool Kit on Gender Equality Results and Indicators* (<https://www.oecd.org/derec/adb/tool-kit-gender-equality-results-indicators.pdf>).

⁽¹¹⁸⁾ Green Climate Fund and UN Women (2017), *Mainstreaming Gender in Green Climate Fund Projects* (<https://www.greenclimate.fund/document/mainstreaming-gender-green-climate-fund-projects>).

⁽¹¹⁹⁾ OECD (2021), 'Gender and the environment: Building evidence and policies to achieve the SDGs' (<https://www.oecd.org/env/gender-and-the-environment-3d32ca39-en.htm>).

⁽¹²⁰⁾ European Environment Agency (2023), 'Indicators' (https://www.eea.europa.eu/ims#c5=&c7=all&c0=10&b_start=0&c10=CSI).



Step 5. Preparing the evaluation matrix

Although each institution requesting an evaluation may have its own templates and requirements, tool #46 from the EU's 'Better regulation' toolbox on 'designing the evaluation' can help you design and harmonise the **evaluation matrix**. A gender-responsive approach can be adapted to varying requirements.

Below, you will find examples of evaluation matrices that show the operationalisation of gender-responsive evaluation criteria, questions,

indicators, data sources and data collection methods across various policy areas relevant to the green transition, looking at the following fictional interventions:

- **agriculture** – 'Sustainable Rural Empowerment Initiative (SREI) 2017–2027',
- **energy** – 'Tackling energy poverty in vulnerable households (2025–2028)',
- **transport** – 'EU road safety policy framework 2021–2030 – Next steps towards "Vision Zero" '.



Table 4. Agriculture: example of a gender-responsive evaluation matrix

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|----------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness | Have infrastructure upgrades contributed to enhanced connectivity, accessibility and service delivery? | <ul style="list-style-type: none"> – To what extent have infrastructure upgrades helped to improve the mobility of different groups of women and men in rural communities? – To what extent have infrastructure upgrades assisted farmers in adopting sustainable agricultural practices? | <ul style="list-style-type: none"> – Percentage of women and men (disaggregated by age, household/ family composition, caregiver status, educational level, sexual orientation, etc.) living in rural communities who report improved access to transport services as a result of infrastructure upgrades. – Changes in perceptions of transport safety among different groups of women and men due to the infrastructure upgrades. – Percentage of farmers (disaggregated by sex, age, etc.) who have transitioned from conventional to sustainable agricultural practices after the infrastructure upgrades. | <p>Data sources</p> <ul style="list-style-type: none"> • Household and farmer surveys. • Relevant agricultural stakeholders (e.g. women and men farmers, DG Agriculture and Rural Development, government or local authorities, environmental NGOs, research and academic institutions, representatives of women farmers and rural women's organisations). • Secondary data from previous studies, research papers, surveys or reports. <p>Data collection methods</p> <ul style="list-style-type: none"> • Online survey, interviews or focus group discussions with various groups of women and men in rural communities. • Interviews with agricultural experts, leaders in farming communities or representatives from farmers' associations. • Online surveys, interviews or focus group discussions with different groups of women and men within rural communities and with farmers. • Stakeholder consultations. • Desk research and literature review. |



| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|-------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Efficiency | Were the (expected) effects obtained at a reasonable cost? | <ul style="list-style-type: none"> – How much of the initiative’s funding has been allocated to support women farmers compared with men farmers? – How do the initiative’s results achieved for women farmers compare with those achieved for men farmers? | <ul style="list-style-type: none"> – Percentage of the initiative’s total budget allocated to activities supporting women and men farmers. – Number of the initiative’s objectives that have been achieved for women and men farmers within the agreed budget. | <p>Data sources</p> <ul style="list-style-type: none"> • Financial reports, budget documents and programmatic reports. • Project proposals and grant applications. • Internal accounting and audit records. • Reports from partners or collaborating entities. • Stakeholder feedback. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis, including gender-responsive budget analysis. • Interviews with relevant personnel involved in the intervention’s budgeting and implementation (i.e. project managers and financial controllers). • Stakeholder consultations. |
| Coherence | Does the initiative’s objectives contradict or complement other EU policy objectives? | <ul style="list-style-type: none"> – To what extent were the initiative’s objectives aligned with the EU’s policy priorities on gender equality and rural development? | <ul style="list-style-type: none"> – Number of the initiative’s objectives explicitly referring to EU policy priorities on gender equality and rural development. – Perceptions of stakeholders regarding the initiative’s alignment with the EU’s policy priorities on gender and rural development. | <p>Data sources</p> <ul style="list-style-type: none"> • Official documentation of the intervention (e.g. project proposal, strategic documents, programmatic reports). • Key EU policy documents related to gender equality and the green transition (e.g. the EU gender equality strategy or the European Green Deal). • Relevant publications on EU policy priorities. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Interviews with individuals involved in the intervention’s design and implementation. • Stakeholder consultations. |



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relevance | How appropriate are the initiative's objectives in addressing the challenges and opportunities specific to the rural development context? | <ul style="list-style-type: none">- To what extent have the initiative's objectives considered and responded to the specific needs, experiences, roles and interests of women in rural communities?- To what extent have the initiative's objectives been informed by the different groups of women and men in rural areas? | <ul style="list-style-type: none">- Number of projects or activities launched by the initiative specifically targeting rural women's needs and interests.- Number and scope of consultation or participatory meetings conducted with various groups of women and men in rural areas.- Perception among different groups of women and men regarding whether or not the initiative meaningfully considered and integrated their inputs and concerns | <p>Data sources</p> <ul style="list-style-type: none">• Monitoring framework.• Baseline and endline reports.• Progress reports.• Guidelines and strategy documents.• Records of interviews, group discussions and surveys conducted (e.g. interview questionnaire, survey instruments, notes from group discussions, feedback forms). <p>Data collection methods</p> <ul style="list-style-type: none">• Document review and analysis.• Interviews with relevant personnel involved in the planning and implementation of the initiative.• Online surveys, interviews or focus group discussions with beneficiaries among different groups of women and men. |



| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EU added value</p> | <p>To what extent would the initiative's objectives have been achieved in the absence of support from EU funding?</p> | <ul style="list-style-type: none"> - How has EU funding specifically helped to improve rural livelihoods for different groups of women and men? - To what extent would Member States have fostered sustainable farming practices without EU intervention? | <ul style="list-style-type: none"> - Number of women and men in rural communities who have gained access to capacity-building programmes on sustainable farming practices through EU-funded action. - Percentage increase in the adoption of sustainable farming techniques and technologies in Member States that can be directly attributed to EU-funded action. - Perceptions of agricultural experts, policymakers and other relevant stakeholders in Member States about the importance and feasibility of sustainable farming without EU intervention. | <p>Data sources</p> <ul style="list-style-type: none"> • Implementation reports. • Attendance lists from training sessions or workshops. • Beneficiary database. • EU monitoring and verification documents. • Baseline and endline reports. • Periodic reports. • Academic or institutional research on sustainable farming adoption. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Online post-training survey for participants. • Focus group discussions with beneficiaries. • Online survey among women and men farmers before and after the implementation of the intervention. • Stakeholder consultations. • Case studies. |



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

Table 5. Energy: example of a gender-responsive evaluation matrix

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness | To what extent have the activities in the project contributed to reducing the vulnerability to energy poverty of households in the Member State during 2025–2028? | <ul style="list-style-type: none"> – To what extent have the project’s activities contributed to meeting the needs of different groups of women and men in vulnerable households to alleviate energy poverty? – To what extent have the project’s activities supported a just energy transition in the households targeted? | <ul style="list-style-type: none"> – Percentage increase in access to affordable, environmentally friendly energy services among women and men targeted by the project. – Number of energy-intensive appliances replaced with energy-efficient alternatives in different types of households. – Vulnerable households’ perceptions of whether or not they feel more economically secure and less burdened by energy costs as a result of the project’s intervention. | <p>Data sources</p> <ul style="list-style-type: none"> • Baseline and endline reports. • Project implementation and monitoring reports. • National or regional databases on energy access and consumption. • Household surveys. <p>Data collection methods</p> <ul style="list-style-type: none"> • Online surveys, interviews or focus group discussions with different groups of beneficiaries among women and men from vulnerable households. |
| Efficiency | Were the (expected) effects obtained at a reasonable cost? | <ul style="list-style-type: none"> – To what extent have the project’s resources been accessible and distributed equally to the different groups of women and men facing energy poverty? – How do the results of the project for women facing energy poverty compare with those obtained for men facing energy poverty? | <ul style="list-style-type: none"> – Number of women and men from vulnerable households who have received direct support or benefits from the project. – Percentage of women and men from vulnerable households reporting reduced energy poverty as a result of the project’s activities. – Perceived benefits and challenges derived from the project for different groups of women and men facing energy poverty. | <p>Data sources</p> <ul style="list-style-type: none"> • Project beneficiary database. • Baseline and endline reports. • Project implementation and monitoring reports. <p>Data collection methods</p> <ul style="list-style-type: none"> • Online surveys, interviews or focus group discussions with beneficiaries among different groups of women and men dealing with energy poverty. |



| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coherence | Do the objectives of the project contradict or complement national and EU policy objectives? | <ul style="list-style-type: none"> – How do the project’s objectives align with the targets set out in the national energy and climate plan and the EU’s gender equality strategy? | <ul style="list-style-type: none"> – Number of the project’s objectives that explicitly promote the objectives stated in the national energy and climate plan and the EU’s gender equality strategy. – Perceptions of stakeholders regarding the project’s alignment with the national energy and climate plan and the EU’s gender equality strategy. | <p>Data sources</p> <ul style="list-style-type: none"> • Project documentation (e.g. planning and strategy documents). • National energy and climate plan. • EU gender equality strategy. • Stakeholder feedback. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Interviews with key personnel involved in the formulation of the project’s objectives. • Stakeholder consultations. |
| Relevance | Are the project’s objectives still relevant and realistic, given the current and future characteristics of the energy market? | <ul style="list-style-type: none"> – To what extent do the project’s objectives meet the current and future needs of women and men facing energy poverty? – Are the project’s objectives still appropriate to address the gendered effects of energy poverty? | <ul style="list-style-type: none"> – Number and scope of consultations that have involved women and men from energy-poor households on energy poverty. – Perceived gaps and shortcomings in the project’s approach to addressing energy challenges specific to different groups of women and men facing energy poverty. | <p>Data sources</p> <ul style="list-style-type: none"> • Project records (e.g. participant lists, meeting minutes, feedback forms or surveys). • Database of women and men consulted and beneficiaries. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Online surveys, interviews or focus group discussions with different groups of women and men from energy-poor households. |



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|-----------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EU added value | To what extent would the objectives of the project have been achieved in the absence of support from EU funding? | <ul style="list-style-type: none">- How has EU funding specifically helped empower those women and men most at risk of energy poverty?- To what extent would Member States have contributed to a just energy transition for all without this EU intervention? | <ul style="list-style-type: none">- Number of households from vulnerable consumer groups that have transitioned to renewable energy sources with the help of EU funding.- National stakeholders' perceptions of changes in the empowerment of women and men most at risk of energy poverty as a result of EU intervention. | <p>Data sources</p> <ul style="list-style-type: none">• EU funding records or databases.• Household survey.• Project beneficiary database.• Local government or municipal records. <p>Data collection methods</p> <ul style="list-style-type: none">• Document review and analysis.• Online survey.• Focus group discussions with different groups of women and men beneficiaries.• Interviews with project managers or local government officials involved in the project oversight.• Stakeholder consultations. |



Table 6. Transport: example of a gender-responsive evaluation matrix

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness | To what extent have EU road safety measures contributed to a decrease in road fatalities and severe injuries for different groups of road users? | <ul style="list-style-type: none"> - To what extent have EU road safety measures contributed to reducing road fatality rates among different groups of women and men? - How have EU road safety measures contributed to addressing equally the specific risks and challenges faced by different groups of women and men? | <ul style="list-style-type: none"> - Percentages of road fatalities and serious injuries among different groups of women and men before and since the implementation of EU road safety measures. - Percentages of women and men from different groups who have benefited from specific road safety initiatives (i.e. targeted awareness-raising campaigns, safety equipment). - Perceptions of relevant transport stakeholders and organisations regarding the impact of EU measures on addressing gender-specific road safety concerns. | <p>Data sources</p> <ul style="list-style-type: none"> • National transport departments and traffic police reports. • EU project monitoring and evaluation reports. • Previous studies or surveys on road safety and fatalities. • Project beneficiary database. • Feedback forms completed by participants or beneficiaries. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Interviews with local government officials or traffic police officers. • Desk research. • Online survey, interviews or focus group discussions with beneficiaries among different groups of women and men. • Stakeholder consultations. |



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|-------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Efficiency | Were the (expected) effects obtained at a reasonable cost? | <ul style="list-style-type: none"> – How do the costs of implementing EU road safety measures compare with the benefits achieved in terms of reducing gender disparities in road fatalities and severe injuries? – Have the resources allocated to EU road safety measures been sufficient to address the gendered effects of mobility patterns on road fatalities and severe injuries? | <ul style="list-style-type: none"> – Comparison of the resources allocated to gender-responsive road safety measures (in relation to the total budget of the policy framework) and the percentage of road fatalities and serious injuries among women and men during implementation. – Perceptions of relevant transport stakeholders regarding the adequacy of allocated resources in addressing gender-specific road safety challenges. | <p>Data sources</p> <ul style="list-style-type: none"> • Policy framework’s financial reports. • National transport departments, traffic police reports and other relevant stakeholders. • EU or national road safety databases. • Project monitoring and evaluation reports. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis, including gender-responsive budget analysis. • Interviews with relevant personnel involved in the policy framework’s formulation and implementation. • Online survey, interviews or focus group discussions with different groups of road users or affected communities. • Statistical analysis. • Stakeholder consultations. |
| Coherence | Do the EU road safety policy objectives align with other relevant policy frameworks? | <ul style="list-style-type: none"> – To what extent do EU road safety measures take account of the principles of the EU’s gender equality strategy? | <ul style="list-style-type: none"> – Percentage of EU road safety measures that explicitly incorporate the principles of the EU’s gender equality strategy. – Perceptions of transport experts, national authorities and other relevant entities regarding the alignment of road safety measures with the principles of the EU’s gender equality strategy. | <p>Data sources</p> <ul style="list-style-type: none"> • Official EU road safety measures documentation. • EU gender equality strategy. • EU and national road safety stakeholders. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document analysis and review. • Interviews with relevant EU officials. • Stakeholder consultations. |



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| Criterion | Main question | Gender-responsive evaluation subquestions | Indicators | Data sources / data collection methods |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relevance | Is the strategic target of a 50 % reduction in the number of road deaths and severe injuries still relevant, given the size and characteristics of road safety problems in the EU today? | <ul style="list-style-type: none"> – Have the nature and scale of road safety issues faced by different groups of women and men in the EU changed so that a revision of the framework's objectives and targets is necessary? | <ul style="list-style-type: none"> – Numbers of and reasons for road fatalities and serious injuries among different groups of women and men over time. – Number of research products developed to assess current and emerging road safety issues among different groups of women and men. | <p>Data sources</p> <ul style="list-style-type: none"> • National transport departments and traffic police reports. • Previous research studies or surveys. • Academic journals and databases. • Government reports. • International organisations' publications. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Stakeholder consultations. • Online survey or interviews with relevant government representatives, researchers or online international organisations. • Desk research. |
| EU added value | To what extent could the results brought about by the framework have been achieved without the EU intervention? | <ul style="list-style-type: none"> – To what extent has the EU road safety policy framework provided unique solutions or approaches that have significantly improved road safety for women and men beyond what Member States could have achieved on their own? | <ul style="list-style-type: none"> – Number of best practices or innovative gender-responsive road safety solutions disseminated in the Member States through the EU road safety policy framework. – Perceptions of national and local policymakers and transport experts on the unique solutions or approaches the EU framework offers in addressing road safety for various groups of women and men. | <p>Data sources</p> <ul style="list-style-type: none"> • EU policy documentation. • Member States' transport ministries or departments. • Reports from relevant EU projects. • Publications, reports or studies. <p>Data collection methods</p> <ul style="list-style-type: none"> • Document review and analysis. • Online surveys or interviews with relevant officials at the EU and Member State levels. |



TOOL 5. Designing the methodological approach and tools



This tool will support your evaluation team in designing the methodological approach and methodological tools to ensure that gender equality is fully considered in the evaluation. Commissioners of evaluations can use this tool to verify that gender considerations are integrated effectively into the tender specifications, evaluation methods and stakeholder analysis.

The tool complements several tools from the 'Better regulation' toolbox, including tool #4 on evidence-based policymaking and tool #46 on designing the evaluation, as well as tools under Chapter 7 of the 'Better regulation' toolbox on stakeholder consultation ⁽¹²¹⁾.

This tool consists of three steps:

1) adopting an (eco)feminist and transformative approach to your evaluation,

2) ensuring your evaluation methods are gender responsive,

3) conducting a gender-responsive stakeholder analysis.

Step 1. Adopting an (eco)feminist and transformative approach to your evaluation

⇒ Before continuing, **refresh your memory** on the key features of gender-responsive evaluations and (eco)feminist approaches to evaluation using [Chapter 2](#) of this toolkit, especially [Section 2.2](#). Then, consult [Table 7](#) to learn about the steps you can take to employ an (eco)feminist approach in your evaluation process.

Box 15. How to incorporate a gender perspective into the methodological design of public procurement procedures





In addition to the advice outlined in [Box 7](#), when procuring outsourced work for your evaluation ⁽¹²²⁾, ensure that the tender specifications make it clear that the methodological design of the evaluation should include a gender perspective:

- explicitly mention that the evaluation must assess the intervention's gender-related outcomes and impacts;
- emphasise the importance of promoting gender equality and include gender as a significant component of the evaluation's methodology, data collection methods and data analysis;
- request that bidders explain how their methodological approach will ensure a gender-responsive evaluation.

⁽¹²¹⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽¹²²⁾ EIGE (2022), 'Gender-responsive public procurement: Step-by-step toolkit' (<https://eige.europa.eu/publications/gender-responsive-public-procurement-step-step-toolkit>).

**Table 7. How to employ an (eco)feminist approach in evaluations: key steps**

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Employing an (eco)feminist approach to evaluation recognises the interconnectedness of social, environmental and gender equality aspects and seeks to address and challenge the hierarchies and structural power imbalances that cause gender inequalities and exploit nature. </p> <p>The following steps will help you to incorporate an (eco)feminist approach into your evaluation.</p> | |
|  | <ul style="list-style-type: none"> Familiarise yourself with the core principles and concepts of (eco)feminism. ⇒ Consult Section 2.2 of this toolkit. |
| | <ul style="list-style-type: none"> Contextualise the evaluation, taking into account the broader social and environmental context in which the evaluation takes place. ⇒ Consult Section 3.1 of this toolkit to familiarise yourself with the policy and legal framework. |
| | <ul style="list-style-type: none"> Understand the specific gender and environmental issues that are relevant to the evaluation, such as existing gender inequalities, environmental sustainability and the impacts of interventions on specific groups, local communities, etc. |
| | <ul style="list-style-type: none"> Incorporate a wide range of voices and perspectives, including those of women, marginalised groups, and gender and environmental experts, into the evaluation process, including within the evaluation team. Use participatory methods that empower women and marginalised groups to participate actively in the evaluation process. ⇒ Consult TOOL 5, Step 3, on conducting a gender-responsive stakeholder analysis. |
| | <ul style="list-style-type: none"> Adopt an intersectional approach to evaluation by considering how different forms of oppression and discrimination intersect and compound one another. Recognise that individuals may experience multiple forms of oppression and discrimination based on their sex, gender, age, socioeconomic status, disability, race, ethnicity, religion, sexual orientation, rural or urban location, etc. ⇒ See more in Steps 2 and 3 of this tool. |
| | <ul style="list-style-type: none"> Apply systems thinking ⁽¹²³⁾ to understand the complex and interconnected nature of social, gender and environmental issues. |
| | <ul style="list-style-type: none"> Consider the long-term implications of the evaluation's findings and how they may contribute to or challenge existing power structures. ⇒ See more in TOOL 7 about how to conduct a gender-responsive strategic foresight analysis. |
| | <ul style="list-style-type: none"> Identify opportunities for transformative change that promote gender equality, environmental sustainability and social justice. ⇒ See more in TOOL 10 on guidance on preparing gender-responsive recommendations and lessons learned that promote gender equality. |
| | <ul style="list-style-type: none"> Reflect on the ethical implications of the evaluation process. Ensure that the evaluation respects the rights and dignity of all individuals involved, including the rights of women and marginalised communities. Maintain transparency, confidentiality and informed consent throughout the evaluation process. ⇒ See more in TOOL 9. |
| <p>Remember that the application of an (eco)feminist approach to evaluations may vary, depending on the specific context and objectives of the evaluation. Adapt these steps to suit the needs and requirements of your evaluation.</p> | |

⁽¹²³⁾ A 'systems thinking' approach looks at situations of complexity in terms of bounded constructs, rather than as separate parts, to understand situations and improve them. It is used to respond to unpredictable situations or when tools used for linear cause-effect models are not sufficient. See more in UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).




Step 2. Ensuring your evaluation methods are gender responsive

In gender-responsive evaluations that aim to support a gender-equal green transition, it is crucial to employ mixed methods for evaluation, com-

binning both quantitative and qualitative data collection methods ⁽¹²⁴⁾. Table 8 provides an overview of how you can ensure the data collection methods frequently used in evaluations address gender equality and environmental concerns.

(¹²⁴) Bustelo, M. (2017), 'Evaluation from a gender+ perspective as a key element for (re)gendering the policymaking process', *Journal of Women, Politics & Policy*, Vol. 38, No 1, pp. 84–101; Kalpazidou Schmidt, E. and Krogh Graversen, E. (2020), 'Developing a conceptual evaluation framework for gender equality interventions in research and innovation', *Evaluation and Program Planning*, Vol. 79, 101750 (<https://doi.org/10.1016/j.evalprogplan.2019.101750>); Minto, R., Mergaert, L. and Bustelo, M. (2020), 'Policy evaluation and gender mainstreaming in the European Union: The perfect (mis)match?', *European Journal of Politics and Gender*, Vol. 3, No 2, pp. 277–294 (<https://doi.org/10.1332/251510819X15725988471100>); EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>); UN Women (2015), *How to Manage Gender-responsive Evaluation. Evaluation handbook* (<https://www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation>).


**Table 8. How to ensure that standard data collection methods integrate gender equality and environmental concerns ⁽¹²⁵⁾**

|  Task | Desk research | Surveys | Interviews | Other consultation methods ⁽¹²⁶⁾ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------|------------|---------------------------------------------|
| Make sure the sample represents a diverse range of stakeholders involved in the intervention, including both women and men in all their diversity. It is essential to include the most vulnerable and marginalised groups. | | ✓ | ✓ | ✓ |
| Collect data disaggregated by sex and other intersecting grounds. | ✓ | ✓ | ✓ | ✓ |
| Examine the intervention for specific information on gender equality and environmental concerns. <ul style="list-style-type: none"> • Look for evidence of a gender analysis and environmental assessment conducted during the design stage. • Seek evidence of a detailed and inclusive stakeholder analysis, including women and men from marginalised groups. • Examine the extent to which stakeholders were actively engaged and involved in implementing the intervention. • Evaluate whether or not information about various stakeholder groups, including women and women and men from marginalised groups, was collected and reported. Assess the detail and quality of data collected on gender-related and environmental aspects. • Assess how the intervention has addressed gender equality and environmental concerns. | ✓ | | | |
| Look for evidence of specific measures, strategies or actions taken to promote gender equality and environmental sustainability. Look for existing studies, reports and datasets that provide gender-specific information relating to the area of the intervention being evaluated. | ✓ | | | |


⁽¹²⁵⁾ UNEG(2014), 'Integrating human rights and gender equality in evaluation – Towards UNEG guidance' (<http://www.uneval.org/document/detail/980>).⁽¹²⁶⁾ Such as targeted consultations, focus groups and expert groups.



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

|  Task | Desk research | Surveys | Interviews | Other consultation methods ⁽¹²⁶⁾ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------|------------|---------------------------------------------|
| Examine relevant policy and legal frameworks that address gender equality and environmental sustainability and consider their implications for the intervention being evaluated. | ✓ | | | |
| Seek out literature produced by partners and other organisations that can offer valuable insights into the assessment of gender equality and environmental concerns within the intervention. | ✓ | | | |
| Frame the discussion explicitly within the context of gender equality and environmental sustainability. Explain the relevance and importance of these topics to the evaluation process. | | | ✓ | ✓ |
| Acknowledge the intersectionality of sex with other social identities, such as age, socioeconomic status, disability, race, ethnicity, religion, gender identity, sexual orientation and rural or urban location. <ul style="list-style-type: none">• Prepare questionnaires and methodological tools that allow you to explore how intersecting inequalities shape individuals' experiences of the intervention.• Design specific questions to capture the unique challenges faced by different groups, particularly with respect to marginalised women and men. | | ✓ | ✓ | ✓ |
| Ensure that participation in the evaluation is accessible to all respondents. <ul style="list-style-type: none">• Consider language, literacy, time constraints, location accessibility, cultural sensitivity, confidentiality and trust, and adequate resources. For example, consider providing care facilities and services for respondents with care responsibilities or transportation services for those living in more remote areas.• Have a plan in place should assistance be needed. | | ✓ | ✓ | ✓ |



|  Task | Desk research | Surveys | Interviews | Other consultation methods ⁽¹²⁶⁾ |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------|------------|---------------------------------------------|
| Create a safe and inclusive space in which participants feel comfortable sharing their thoughts and experiences. <ul style="list-style-type: none"> • Be attentive to power dynamics, biases and cultural sensitivities. For example, consider the gender of the interviewer and interviewees and the convenience of having mixed (women and men) or segregated groups. See more in TOOL 9. • Respect participants' perspectives and encourage open dialogue. • Be mindful of gender-discriminatory or sexist language and avoid reinforcing stereotypes. Take steps to use gender-sensitive language with the help of EIGE's toolkit on gender-sensitive communications ⁽¹²⁷⁾. | | ✓ | ✓ | ✓ |
| When analysing the data, pay specific attention to gender equality, environmental concerns and their intersections. Look for insights to inform recommendations for promoting gender equality and environmental sustainability within the intervention. | ✓ | ✓ | ✓ | ✓ |
| For further guidance on ensuring your data collection methods are gender responsive, consult the following resources: <ul style="list-style-type: none"> • UNEG's Integrating human rights and gender equality in evaluation – Towards UNEG guidance ⁽¹²⁸⁾, • the Bill & Melinda Gates Foundation's 'Data collection methods' ⁽¹²⁹⁾. | | | | |

In addition to standard evaluation methods, this toolkit provides specific tools to support you in implementing a gender-responsive evaluation for a sustainable future for all. They include the following.

⇒ [TOOL 6. Evaluating gender equality as a horizontal principle](#). This tool will help you to assess gender equality as a fundamental principle across all aspects of the evaluation process.

⇒ [TOOL 7. Using gender-responsive strategic foresight in your evaluation](#). This tool will help you incorporate a gender-responsive approach into

strategic foresight to anticipate and plan for future challenges and opportunities.

⇒ [TOOL 8. Identifying the gender implications of environmental impacts](#). This tool will help you grasp the gendered impacts of environmental factors and promote sustainable and equitable environmental practices.

⁽¹²⁷⁾ EIGE (n.d.), 'Gender-sensitive communication', (https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication/overview?language_content_entity=en).

⁽¹²⁸⁾ UNEG (2014), 'Integrating human rights and gender equality in evaluation – Towards UNEG guidance' (<http://www.uneval.org/document/detail/980>).

⁽¹²⁹⁾ Bill & Melinda Gates Foundation (n.d.), 'Data collection methods' (<https://www.gatesgenderequalitytoolbox.org/measuring-empowerment/data-collection-methods/>).



Before continuing with the evaluation, reflect on the data you will be working with.

When collecting and analysing data for your evaluation, ensure that the data are disaggregated by sex/gender and other intersecting characteristics. Sex-disaggregated data and gender statistics provide the evidence base for making gender inequalities visible and reporting on differentiated gender impacts. By collecting and analysing sex-disaggregated data and gender statistics⁽¹³⁰⁾, it is possible to gain a deeper understanding of an intervention and its potential positive and negative impacts on different groups of women and men.

Consider the following.

What data need to be disaggregated by sex and intersecting characteristics to understand any differential impacts for women and men in all their diversity?

Do you have access to sex-disaggregated data in your policy or intervention area?

⇒ Data sources can include both external databases, such as **EIGE's Gender Statistics Database**⁽¹³¹⁾, as well as those that are collected internally – for example, as part of the monitoring of the intervention.

Box 16. Other evaluation methods: an (eco)feminist cost-benefit analysis⁽¹³²⁾



In 2019, the WoMin African Alliance collaborated with Lumière et Synergie pour le Développement and Gender Action to develop and implement an innovative (eco)feminist framework for investigating and exposing the detrimental effects of the Sendou I coal-fired power plant in Bargny, Senegal, on women. The objective was to analyse the extremely negative impacts of this large-scale coal-fired power plant on the lives and livelihoods of women and on the natural resources that women and their communities rely on for their survival. The project was financed by the African Development Bank (AfDB).

The implementation of the framework involved a **participatory research process** that actively engaged with the Association of Women Fish Processors of Bargny Guedj Khelcom. As part of this framework, the initiative developed an **(eco)feminist cost-benefit analysis**. Such cost-benefit analyses aim to encompass the principles of ecofeminism and cross-generational equity, reflecting a strong dedication to addressing the environmental and climate crises. They consider immediate costs and the long-term impacts on the planet and human lives, both **currently and for future generations**. An (eco)feminist cost-benefit analysis considers the potential costs and benefits of the activities for women, and incorporates multiple means and measures (beyond market-based actions) aimed at strengthening resilience and benefits for women. The framework asks the following questions.

What are the benefits and who enjoys the benefits at different levels, in different contexts and over time? It should consider:

- the national, regional, subregional and local economies;
- communities immediately adjacent to the project and those indirectly affected;
- women and men, differentiated by class, location, religious and cultural identity;
- future generations.

⁽¹³⁰⁾ See more in EIGE (2019), *Gender Statistics and Indicators*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/sites/default/files/indicators.pdf>).

⁽¹³¹⁾ EIGE (n.d.), 'Gender Statistics Database' (<https://eige.europa.eu/gender-statistics/dgs>).

⁽¹³²⁾ LSD, WoMin, and Gender Action (2019), *An Ecofeminist Impact Assessment Framework* (<https://womin.africa/wp-content/uploads/2020/10/An-Ecofeminist-Impact-Assessment-Framework-Final.pdf>).



What are the costs at different levels, for different groups of women and men, and over time? What is the cost, both now and in the future, of destroying ecosystems on which life rests now and into the future?

What costs are required now by this generation, and what are the losses for future generations in terms of wealth, choice and a compromised environment and climate?

When comparing development options, (eco)feminist analysis cannot be considered comprehensive unless it evaluates and compares multiple projects or development alternatives that aim to achieve similar objectives. In the present case, this includes:

- different approaches to energy provision or electricity;
- strategies for building local economies and supporting livelihoods or employment;
- initiatives that enhance people's access to water and market infrastructure.

An (eco)feminist analysis engages **affected communities**, with a particular focus on women, in discussions regarding costs and benefits. This process should enable individuals to assess the costs and benefits of various options based on their own development aspirations, which may not align with those of large-scale development projects.

The (eco)feminist analysis of the Sendou I coal-fired power plant in Bargny⁽¹³³⁾ found that the plant undermined livelihoods and the local economy, compromised the environment and people's well-being, and negatively affected community relations. In particular, the plant affected people in the artisanal fishing value chain in Bargny. Many women lost access to plots of land on the Sendou I project site, where they grew cereal crops and other vegetables for subsistence and income-generating activities. Given the central role of women in food production, processing and preparation, this created social and economic stress and family conflicts. The impacts of this were largely unacknowledged and insufficiently compensated. Compensation was primarily paid to men, who were seen as the heads of households due to prevailing gender norms.

Step 3. Conducting a gender-responsive stakeholder analysis

Ensuring the **involvement of stakeholders** directly affected by an intervention (citizens, civil society, researchers, business, etc.) in the design,

planning and implementation of its evaluation is a fundamental principle of any evaluation process responsive to gender equality and environmental concerns.

Box 17. Consultations for Commission evaluations⁽¹³⁴⁾



The **involvement of citizens and stakeholders in evaluations** is a crucial step towards promoting gender equality. The Commission recognises the significance of enhancing the communication with and participation of stakeholders and the general public in policymaking.

⁽¹³³⁾ Randriamaro, Z., LSD, WoMin and Gender Action (2019), *Women Stand Their Ground against Big Coal: The AfDB Sendou Plant impacts on women in a time of climate crisis* (https://womin.africa/wp-content/uploads/2021/05/Women-Stand-Their-Ground_Senegal-Coal-Report_English.pdf).

⁽¹³⁴⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final) (<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2021:219:FIN>).



To achieve this, the Commission conducts public consultations that are open to all citizens, as well as targeted consultations.

Open public consultations allow the collection of inputs and views through specific questionnaires. Consult [Box 15](#) to ensure that the questionnaire for your public consultation integrates gender and environmental considerations.

Targeted consultations are conducted with well-defined stakeholder groups. You can consult external gender and environmental experts and researchers from relevant decentralised EU agencies (EIGE, the European Environment Agency) or the Commission's expert groups working on gender equality⁽¹³⁵⁾, climate change⁽¹³⁶⁾ and environmental impact assessment/strategic environmental assessment⁽¹³⁷⁾. You can also gather expertise and first-hand knowledge from civil society and network organisations working at the EU⁽¹³⁸⁾, national or local level.



When conducting a stakeholder analysis, consider asking the following questions to integrate a gender equality perspective and an intersectional approach.

About the intervention

- Who are the **key stakeholders involved** in the intervention and what were their roles? Who are the stakeholders affected by the intervention?
- What is the **demographic of the stakeholders identified** in terms of sex and gender and other intersectional characteristics? Are there **marginalised or under-represented groups** among the stakeholders? Are any of the stakeholders considered marginalised and/or vulnerable?
- Who had **decision-making power** during the design and implementation of the intervention?
- Which stakeholders were **identified and consulted** during the design of the intervention?
- Were any **additional stakeholders** identified during the implementation of the intervention? How were they identified?
- What were/are the **power dynamics** between relevant stakeholders? Have these dynamics changed during the course of the intervention? For example, power dynamics may exist between different departments or teams within an implementing agency. The programme management team may have decision-making authority over resource allocation, while the field staff who directly interact with beneficiaries may have first-hand knowledge and insights. Balancing these power dynamics is crucial for effective collaboration.
- Which **stakeholders with expertise in the policy area** were considered during the intervention, and what were the sex, gender and intersectional demographics of these experts?

⁽¹³⁵⁾ Refer to the Commission's expert groups on gender equality (https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/who-we-work-gender-equality_en).

⁽¹³⁶⁾ European Commission (2023), 'Commission expert group on climate change policy (E03590)' (<https://ec.europa.eu/transparency/expert-groups-register/screen/expert-groups/consult?lang=en&do=groupDetail&groupID=3590>).

⁽¹³⁷⁾ European Commission (2022), 'Commission Environmental Impact Assessment / Strategic Environmental Assessment National Experts Group (E00508)' (<https://ec.europa.eu/transparency/expert-groups-register/screen/expert-groups/consult?lang=en&groupID=508>).

⁽¹³⁸⁾ For a list of EU networks and NGOs that work with the European Commission to promote gender equality and fight discrimination, see European Commission (n.d.), 'Non-governmental organisations fighting against discrimination' (https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/tackling-discrimination/non-governmental-organisations-fighting-against-discrimination_en).



About the evaluation

- Who is the **intended audience** for the evaluation?
- How can **beneficiaries/targeted groups be involved** in the evaluation's planning, design and implementation? Should all stakeholders be consulted together or separately?
- How can **women and men from marginalised groups participate** in the evaluation? Do adaptations need to be put in place to **ensure their participation**?
- How will **stakeholders with expertise in the policy area** be considered during the evaluation? Can **organisations** that work on gender equality and environmental concerns be included in the evaluation?
- How will **different perspectives/experiences and potential conflicts** between stakeholders be managed?
- How can the **desired level of participation** in the evaluation process be ensured effectively?
- Is there a well-defined **communication strategy** that outlines stakeholders' participation and consultation, and **decision-making processes** when opinions differ?

Box 18. Example: gender-responsive evaluation using participatory methods – night transportation in the city of Nantes ⁽¹³⁹⁾



This participatory evaluation took place from March to June 2016. The evaluation focused on the different needs of women and men who use night-time public transport in the city of Nantes, France. Within the context of the evaluation, a space for work and debate brought together different economic stakeholders in transport and nightlife, user associations and citizens, including the Nantes Night Council, the Metropolitan Council of Public Space Users, the Nantes Council for Gender Equality and Nantes&co 16/25. This approach aimed to identify the needs for and uses of night travel, to assess the effectiveness and efficiency of public transport and to study its complementarity with alternative offers (private, shared, etc.).

The participatory evaluation employed **five specific ways** to integrate the participatory approach.

- 1) Re-using the results of a 2015 survey on commuting in Nantes (*l'Enquête Déplacement Grand Territoire 2015 pour l'agglomération nantaise*).
- 2) Evaluators made three night-time journeys, during which they met 174 users, carried out flash surveys and made observations.
- 3) Collaborative cartography. Night routes were analysed using a geolocation application, Nanteslanuit, between 19 and 22 May 2016.
- 4) Diagnosis of the current situation. Individual and collective interviews were carried out with a total of 24 people, including elected officials, transport actors, citizens participating in nightlife and students.
- 5) Analysis of the uses of modes of transport through participatory benchmarking.

The participatory diagnosis concluded with the presentation of the new city plan to meet the need for mobility at night, such as extended opening hours for public transport, improved security at night and implementing alternatives to individual vehicles (car sharing, cycling, walking).

⁽¹³⁹⁾ Maudit, B. (2017), 'Ville La Nuit: Comment se déplacer facilement la nuit?' (<https://dialoguecitoyen.metropole.nantes.fr/project/comment-se-deplacer-facilement-la-nuit/presentation/presentation-169>).



TOOL 6. Evaluating gender equality as a horizontal principle



In line with the EU's dual approach to gender equality, this tool will support you in two tasks:

- 1) assessing the impacts of your intervention on gender equality and understanding to what extent it has contributed to eliminating gender inequalities and promoting equality between women and men in various dimensions (Step 1),
- 2) assessing the extent to which the intervention has mainstreamed gender in its design, implementation and monitoring processes (Step 2).

Using these two steps, this tool will help you assess the adoption of gender equality as a horizontal principle in the intervention under evaluation, as required by specific EU funds (see more in [TOOL 1](#), [Box 19](#) and [Box 20](#)). Through its focus on gender impacts, this tool complements Chapter 3 of the 'Better regulation' toolbox on the identification of impacts in evaluations, fitness checks and impact assessments. Specifically, this tool expands tool #29 of the 'Better regulation' toolbox on fundamental rights, including the promotion of equality⁽¹⁴⁰⁾.

Box 19. Gender equality as a horizontal principle



The **CPR** for 2021–2027 funds (ERDF, ESF+, CF, JTF, EMFAF, AMIF, ISF and BMVI) establishes gender equality as a horizontal principle⁽¹⁴¹⁾. It mandates that Member States and the Commission must ensure equality between women and men and adopt gender mainstreaming.

Applying gender equality as a **horizontal principle** means adopting a gender perspective throughout the policy or intervention cycle and treating gender equality as a cross-cutting goal⁽¹⁴²⁾. It requires the elimination of gender inequalities, the promotion of equality between women and men through targeted measures and the implementation of gender mainstreaming throughout the preparation, monitoring, reporting and evaluation of an intervention.

⇒ If you are evaluating an intervention funded by EU funds governed by the CPR, see the checklist in [Table 10](#).

Box 20. Gender equality in other EU funds



Horizon Europe, the EU's key funding programme for research and innovation, establishes that public and private higher education and research organisations must possess a GEP with arrangements for data collection, monitoring and evaluation to access funding. The GEP should also promote the integration of a gender dimension into research and teaching content⁽¹⁴³⁾.

⇒ If you are evaluating an intervention funded by Horizon Europe, see the checklist in [Table 9](#).

⁽¹⁴⁰⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽¹⁴¹⁾ Article 9, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231.

⁽¹⁴²⁾ EIGE (2019), *Gender Budgeting. Mainstreaming gender into the EU budget and macroeconomic policy framework*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/publications/gender-budgeting-mainstreaming-gender-eu-budget-and-macroeconomic-policy-framework>).

⁽¹⁴³⁾ European Commission (2022), *Horizon Europe – Work programme 2023–2024. 13. General annexes* (https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2023-2024/wp-13-general-annexes_horizon-2023-2024_en.pdf).

The **2023–2027 common agricultural policy (CAP)**, which consolidates EU agricultural policy, explicitly includes gender equality and increasing the participation of women in farming in its key policy objective of 'Jobs, growth and equality in rural areas' ⁽¹⁴⁴⁾. The CAP strategic plan recommends that Member States assess and address the situation of women in agriculture and rural areas and design targeted measures based on the needs identified. Gender equality should be an integral part of the preparation, implementation and evaluation of CAP interventions ⁽¹⁴⁵⁾.

⇒ Before continuing, **refresh your memory on what gender impacts are** using **Tool 1**.

Step 1. What were the gender impacts of the intervention?

The gender impacts of an intervention refer to how a policy, programme or project might differentially affect women and men in all their diversity. Gender impacts can be positive or negative. Gender impacts can vary depending on the different and specific needs of women and men, experiences and other forms of inequality. Remember: no policy area is neutral with regard to gender equality!

Interventions can have numerous gender impacts. To help you identify and assess the relevant gender impacts of the intervention being evaluated, consider the six key dimensions summarised in **Figure 5**. These dimensions are not 'policy areas' in themselves. They condense the **key areas in which structural gender and intersecting inequalities are manifested**.

Figure 5. Six key dimensions of gender impacts



⁽¹⁴⁴⁾ European Commission (n.d.), 'Key policy objectives of the CAP 2023–27' (https://agriculture.ec.europa.eu/common-agricultural-policy/cap-overview/cap-2023-27/key-policy-objectives-cap-2023-27_en).

⁽¹⁴⁵⁾ Commission communication – Recommendations to the Member States as regards their strategic plan for the common agricultural policy (COM(2020) 846 final).



The following section expands on each dimension and provides guiding questions to support you in identifying gender impacts. They are not intended to be comprehensive. Instead, they provide some pointers as to what could be further investigated. The boxes illustrate some gender impacts in each dimension, based on examples from the European Green Deal.



Answer the following guiding questions to help you identify and assess the gender impacts of the intervention being evaluated in various dimensions relevant to gender equality.

PARTICIPATION IN THE LABOUR MARKET AND THE ECONOMY. Women and men in all their diversity should have equal opportunities to thrive and be economically independent. Women should be paid equally for work of equal value; they should receive fair pensions and have equal access to finance ⁽¹⁴⁶⁾. However, women have less access to and control over resources: income, land, infrastructure, services, finance, etc. Consider the following with regard to the intervention you are evaluating.

How is control over assets distributed among women and men in the policy area of the intervention under evaluation? For example, have you considered that there may be differences among women and men as car owners, as users of services, in their access to finance, etc.? Have you considered the different impacts on women and men within groups of low-wage earners?

Did the intervention design consider differential access and control over resources for women and men? Did it adopt any specific objectives,

strategies and activities to ensure that women have equal access to resources in the context of the intervention? Were these objectives achieved? For instance, if you are evaluating an intervention to support the digitalisation of small businesses, have you considered how such investments reach both women and men entrepreneurs equally?

Did the intervention consider gender segregation in the labour market (both horizontal and vertical) within the sector targeted by the intervention? Did it consider how many jobs would be created for women and men as a result of your intervention? Did it consider how the intervention under evaluation would promote the employability and equal participation of women in the labour market, particularly young women, migrant women, women with disabilities, long-term unemployed women, etc.?

The existing gender segregation in the labour market starts in education; therefore, **have you considered gender segregation in education within the field of the intervention** and how this may have consequences for gender equality within the intervention? For example, women and girls account for only 17 % of all information and communication technology students and 36 % of graduates in science, technology, engineering and mathematics (STEM) in the EU ⁽¹⁴⁷⁾.

Did the intervention you are evaluating perpetuate existing economic gender gaps? Did the intervention design consider affordability for both women and men? How did the intervention foster the active inclusion of women in the economy?

⁽¹⁴⁶⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

⁽¹⁴⁷⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).



Box 21. The gendered impacts of energy poverty



With a persistent gender income gap, women have a higher risk than men of living in poverty, including **energy poverty**, and this risk can be exacerbated by other socio-economic aspects, including age, pre-existing health conditions or disabilities and care responsibilities⁽¹⁴⁸⁾. In the EU, 8 % of the general population cannot keep their house adequately warm. Non-EU migrants, both women (14 %) and men (15 %), are more likely to be unable to keep their home adequately warm, followed by single mothers (13 %) and those with low educational attainment (12 % of women and 13 % of men). A gender gap exists among people aged over 65 years, with 8 % of women and 6 % of men in this group being unable to keep their homes adequately warm⁽¹⁴⁹⁾. Available data show that, in the EU, as many as 12 % of single mothers were in arrears on their utility bills in 2020, compared with 6 % of the general population⁽¹⁵⁰⁾.

Women are more likely than men to have limited options to invest in energy efficiency⁽¹⁵¹⁾. A Eurobarometer (2019) survey on climate change⁽¹⁵²⁾ confirms that men are more likely than women to undertake major energy investments that contribute to reducing household energy consumption, such as better insulating the home, purchasing energy-saving equipment and installing solar panels. These options are not viable for everyone, given the high upfront investments required, and had been implemented by only a small proportion of survey respondents.

Thus, when designing a policy intervention to support the transition to more energy-efficient housing, it is essential to consider pre-existing gender gaps in homeownership, access to green financing and relevant green skills and knowledge, among others, to avoid perpetuating gender inequalities. For example, rather than providing reimbursements to compensate households after they have undertaken works to insulate the house, a more gender-responsive and socially fair approach could include targeted subsidies for lower-income households and single-parent households (primarily lone mothers) that would not require an upfront investment. If you are evaluating an intervention to promote energy-efficient housing, it is important to assess the extent to which it reached those most in need and determine whether or not it perpetuated gender gaps in access to finance.

PARTICIPATION IN PUBLIC LIFE AND DECISION-MAKING.

Historically, men have held most leadership positions in politics, business and other areas, limiting women's representation and influence. When women are under-

represented in positions of power, this can result in policies and decisions that fail to address women's concerns. Consider the following with regard to the intervention you are evaluating.

⁽¹⁴⁸⁾ Simcock, N., Jenkins, K. E. H., Lacey-Barnacle, M., Martiskainen, M., Mattioli, G. and Hopkins, D. (2021), 'Identifying double energy vulnerability: A systematic and narrative review of groups at-risk of energy and transport poverty in the global north', *Energy Research & Social Science*, Vol. 82, 102351 (<https://doi.org/10.1016/j.erss.2021.102351>).

⁽¹⁴⁹⁾ EIGE's calculations using microdata from EU statistics on income and living conditions (EU-SILC) (2020). EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁵⁰⁾ Authors' calculations using microdata from EU-SILC (2020). EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁵¹⁾ Clancy, J., Deskalova, V., Feenstra, M., Franceschelli, N. and Sanz, M. (2017), *Gender Perspective on Access to Energy in the EU*, Policy Department for Citizens' Rights and Constitutional Affairs ([https://www.europarl.europa.eu/RegData/etudes/STUD/2017/596816/IPOL_STU\(2017\)596816_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2017/596816/IPOL_STU(2017)596816_EN.pdf)).

⁽¹⁵²⁾ Authors' calculations using microdata from European Commission (2019), 'Special Eurobarometer – Climate change' (<https://europa.eu/eurobarometer/surveys/detail/2212>).



What is the **representation of women and men in decision-making roles and positions of power** in the relevant policy area/sector of the intervention?

How did the intervention impact the representation of women and men in decision-making? **Have you considered how the intervention you are evaluating aimed to promote the equal representation of women and men?** For example, if the intervention under evaluation involved cooperation activities on innovation, you should consider whether or not it promoted the equal representation of women and men as experts/researchers/speakers.

What barriers to participation and representation were addressed by the intervention, and how effectively did it do so? For example, did the intervention under evaluation account for the barriers to participation that might be faced by specific groups, such as young women or women living in rural areas, due to lack of public transport, internet connection, etc.?

What was the impact of the intervention on **women's access to education and training** that might be necessary for leadership roles? For example, if the project under evaluation is a mentoring programme, did the intervention engage enough women as mentors?

Box 22. The gendered impacts of the under-representation of women in climate discussions



Historically, the representation of women at United Nations climate change conferences (known as Conferences of the Parties (COPs)) and climate discussions has generally been low, with women often being excluded from decision-making processes. Even though more Party delegates attended COP27 (2022), women accounted for only 35 % of all delegates, a less than 5 percentage point improvement on COP26 (2011) ⁽¹⁵³⁾. Women's participation also varies depending on the type of meeting and within decision-making structures. At COP27, only 20 % of heads of delegation, the most senior negotiating position, were women, compared with 36 % at the intersessional negotiations held in Bonn that year ⁽¹⁵⁴⁾.

At the EU level, data from 2022 indicate that women account for 45 % of the EU delegations ⁽¹⁵⁵⁾. While the EU-level figures might appear promising, the UNFCCC Secretariat found that women accounted for only 29 % of speaking time at COP26 ⁽¹⁵⁶⁾. A lack of representation of women can significantly affect the development and implementation of effective and equitable climate policies and solutions.

Evidence shows that increasing women's representation in national parliaments leads to the adoption of more stringent climate policies and increased transparency ⁽¹⁵⁷⁾. However, in 2022, just 30 % of senior ministers responsible for environmental and climate change policies in the

⁽¹⁵³⁾ UNFCCC Secretariat (2022), 'Gender balance' ([https://unfccc.int/topics/gender/workstreams/gender-action-plan/gender-balance#:~:text=Overall%2C%20female%20representation%20on%20constituted,balanced%20attendance%20observed%20since%202018](https://unfccc.int/topics/gender/workstreams/gender-action-plan/gender-balance#:~:text=Overall%2C%20female%20representation%20on%20constituted,balanced%20attendance%20observed%20since%202018;)); WEDO (Women's Environment & Development Organization) (2023), *Who Decides: Women's participation in the UN Climate Change Convention* (https://wedo.org/wp-content/uploads/2023/06/WEDO_WomensParticipation_2023_EN.pdf).

⁽¹⁵⁴⁾ WEDO (2023), *Who Decides: Women's participation in the UN Climate Change Convention* (https://wedo.org/wp-content/uploads/2023/06/WEDO_WomensParticipation_2023_EN.pdf).

⁽¹⁵⁵⁾ EIGE (2022), 'Indicator: United Nations Framework Convention on Climate Change (UNFCCC): EU and national delegations' (https://eige.europa.eu/gender-statistics/dgs/indicator/wmidm_env_unfcc__wmid_env_unfcc_del).

⁽¹⁵⁶⁾ UNFCCC Secretariat (2022), 'Gender balance' (<https://unfccc.int/topics/gender/workstreams/gender-action-plan/gender-balance#:~:text=Overall%2C%20female%20representation%20on%20constituted,balanced%20attendance%20observed%20since%202018>).

⁽¹⁵⁷⁾ Mavisakalyan, A. and Tarverdi, Y. (2019), 'Gender and climate change: Do female parliamentarians make difference?', *European Journal of Political Economy*, Vol. 56, pp. 151–164 (<https://doi.org/10.1016/j.ejpeco.2018.08.001>).



EU were women ⁽¹⁵⁸⁾. Similarly, in 2022, women accounted for a third of the members of national parliamentary committees dealing with environment (34 %) and climate (32 %) ⁽¹⁵⁹⁾. When it comes to **climate discussions**, including women means that their diverse perspectives, knowledge and experiences are heard, leading to complete and inclusive policy decisions. Women's engagement in climate discussions facilitates the consideration of gender-specific impacts, resulting in adequate and/or effective solutions to climate change.

GENDER STEREOTYPES, GENDER ROLES AND RESPONSIBILITIES.

Beliefs about gender roles, abilities and characteristics can limit opportunities for women and men, girls and boys, in all their diversity – all of whom should be free to express their ideas and emotions and pursue their career paths without being constrained by stereotypes ⁽¹⁶⁰⁾. Consider the following with regard to the intervention you are evaluating.

What are the prevailing gender stereotypes and social norms in the context of the intervention? For example, did you consider the existing gender segregation by which women are under-represented in certain education fields and over-represented in others because of gender-based choices emerging from gender stereotypes? Did you consider how this might have affected the intervention's impact on gender equality?

Did the evaluated intervention make any assumptions about gender roles, abilities and behaviours that might reinforce harmful stereotypes or exclude certain groups of women and men?

How did the intervention challenge or reinforce existing stereotypes and gender-based and social norms? For example, if the project under evaluation targeted students in a vocational specialisation in which women are generally under-represented, what steps did the pro-

ject design take to make it attractive to young women so that they could benefit equally from the intervention? How did the objectives and activities of the project under evaluation support dismantling stereotypes about young women within that specialisation? What changes can be observed in terms of gender stereotypes following the intervention?

What were the unintended consequences of the intervention with regard to stereotypes and gender-based social norms during its implementation? Have you considered how your evaluation design can account for changes in gender-based attitudes among participants thanks to the intervention?

Have you engaged with a wide range of stakeholders and beneficiaries to determine if the intervention responded to their needs and to identify potential sources of gender bias? This includes engaging with women members of relevant stakeholder groups and is particularly relevant for projects that foster the active inclusion and socioeconomic integration of disadvantaged groups, such as migrant women and Roma women ⁽¹⁶¹⁾.

Did the intervention envisage and provide training and support to staff to ensure that they were aware of and sensitive to existing gender social norms in the context of the intervention?

⁽¹⁵⁸⁾ EIGE (2022), 'Indicator: National ministries dealing with environment and climate change: Ministers by seniority' (https://eige.europa.eu/gender-statistics/dgs/indicator/wmidm_env_nat_wmid_env_natmin_envmin).

⁽¹⁵⁹⁾ EIGE (2023), *Gender Balance in the European Green Deal* (<https://eige.europa.eu/publications-resources/publications/gender-balance-european-green-deal>).

⁽¹⁶⁰⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

⁽¹⁶¹⁾ Consult European Commission (2020), Commission communication – A union of equality: EU Roma strategic framework for equality, inclusion and participation for 2020–2030 (https://commission.europa.eu/system/files/2021-01/eu_roma_strategic_framework_for_equality_inclusion_and_participation_for_2020_-_2030_0.pdf).



Box 23. The gendered impacts of gender norms and stereotypes on sustainable behaviours



Gender-based social norms can significantly affect how people perceive and behave towards climate action. **The perceptions of women and men about tackling climate change** are similar in that they both recognise the urgency and importance of addressing the issue. However, there are differences in how women and men approach and prioritise climate action.

A few studies have pointed out that women and men use energy differently as consumers of food and transport, resulting in different energy consumption values. For example, men's energy inputs resulting from food consumption in Germany, Greece, Norway and Sweden are 14–21 % higher than those of women because of higher meat intake ⁽¹⁶²⁾.

Research suggests that women are more concerned about climate change than men and are more likely to support policies and initiatives to address it ⁽¹⁶³⁾. They may also be more likely to engage in **sustainable behaviours** such as recycling, reducing energy consumption and using sustainable modes of transportation, such as public transport and walking ⁽¹⁶⁴⁾. However, it should be noted that private cars remain the main transport mode across the EU, and men are more likely than women to use a car for their everyday travel ⁽¹⁶⁵⁾.

Eurobarometer surveys have found that climate change is a growing concern among women and men in Europe, with 80 % of women and 76 % of men considering it a very serious problem. However, women are slightly more likely than men to take action to tackle climate change (66 % v 62 %, respectively), and the types of action undertaken are also influenced by gender ⁽¹⁶⁶⁾.

Evidence also suggests that men are more likely to prioritise economic considerations over environmental ones and may be less likely to prioritise climate action in political decision-making. One possible reason for this difference is gender-based social norms. Traditionally, men have been associated with activities that are seen as 'masculine' and involve dominating nature. In contrast, women have been associated with activities seen as 'feminine', which involve nurturing and caring for nature ⁽¹⁶⁷⁾. Researchers have suggested an existing green-feminine stereotype, given that environmentalism and conservationism reflect caring for and nurturing the environment, which are prototypical 'feminine' traits ⁽¹⁶⁸⁾. Research has found that women display greater concern and willingness to take action to help the environment. At the same time, men feel less guilty about living a 'non-green' lifestyle and avoiding environmentally

⁽¹⁶²⁾ Rätty, R. and Carlsson-Kanyama, A. (2010), 'Energy consumption by gender in some European countries', *Energy Policy*, Vol. 38, No 1, pp. 646–649 (<https://doi.org/10.1016/j.enpol.2009.08.010>).

⁽¹⁶³⁾ Ramstetter, L. and Habersack, F. (2020), 'Do women make a difference? Analysing environmental attitudes and actions of members of the European Parliament', *Environmental Politics*, Vol. 29, No 6 pp. 1063–1084 (<https://doi.org/10.1080/09644016.2019.1609156>).

⁽¹⁶⁴⁾ EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁶⁵⁾ Authors' calculations using microdata, Special Eurobarometer 92.1: Mobility and Transport (2019) in EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁶⁶⁾ European Commission (2022), 'Eurobarometer future of Europe 2021' (<https://europa.eu/eurobarometer/surveys/detail/2554>); Eurobarometer (2022), 'Fairness perceptions of the green transition – October 2022' (<https://europa.eu/eurobarometer/surveys/detail/2672>).

⁽¹⁶⁷⁾ Swim, J. K. and Geiger, N. (2018), 'The gendered nature of stereotypes about climate change opinion groups', *Group Processes & Intergroup Relations*, Vol. 21, No 3, pp. 438–456 (<https://doi.org/10.1177/1368430217747406>).

⁽¹⁶⁸⁾ Brough, A. R., Wilkie, J. E. B., Ma, J., Isaac, M. S. and Gal, D. (2016), 'Is eco-friendly unmanly? The green-feminine stereotype and its effect on sustainable consumption', *Journal of Consumer Research*, Vol. 43, No 4, pp. 567–582 (<https://doi.org/10.1093/jcr/ucw044>).



friendly behaviours. Given the green-feminine stereotype, green behaviours would threaten men's masculine identity⁽¹⁶⁹⁾.

When designing interventions that concern environmental issues, care must be taken to consider existing gender stereotypes, differing beliefs and gender-based social norms to ensure that the intervention is inclusive, effective and sustainable. Given that gender stereotypes and norms can influence people's attitudes towards environmental issues, the evaluation of environmental policies should also reflect on how existing gender stereotypes may have contributed to their success or failure. In any case, it is essential to note that 'feminine' and 'masculine' traits are social constructs. As such, these gender attitudes to climate action and sustainable behaviours are not fixed or immutable and may vary across cultural and socioeconomic contexts within the EU and beyond⁽¹⁷⁰⁾.

CARE, INCLUDING PAID AND UNPAID CARE WORK.

Women and men have different gender roles in our societies that result in a gendered division of labour – including paid and unpaid care work. Traditional gender roles see women as caregivers and homemakers, while men are seen as the breadwinners. Consider the following with regard to the intervention you are evaluating.

Did the design of the evaluated intervention make any assumptions about the care roles of women and men in the intervention? For example, did it assume that women are the only caregivers or that they would take on the bulk of the unpaid care work in the context of the intervention without support measures?

How did the intervention contribute to an equal division of care responsibilities between women and men? Or to better work–life balance? What changes can be observed following the

intervention? Did the intervention take into account the diversity of families, for example single-parent families or same-sex couples?

Did the intervention under evaluation promote a more gender-equal division of responsibilities and time use? If so, how? For example, if you are evaluating an upskilling programme for women and men vulnerable to climate change, have you considered how the intervention challenged ideas about 'women's' or 'men's' work?

Have you considered how existing care roles, responsibilities and time commitments prevent certain groups of women and men from participating in or benefiting from the intervention under evaluation? For example, have you considered that those with care responsibilities may not be able to benefit from the intervention if they do not have access to affordable care for children and other dependent persons?

Box 24. The gendered impacts of energy efficiency policies



With the introduction of the European Green Deal, the EU has set out to achieve carbon neutrality by 2050. Decarbonising the energy system benefits everyone, as it is closely linked to addressing climate change. However, decarbonisation efforts must address existing gender inequalities in use, decision-making and participation in the energy labour market, and their potential gender impacts, to ensure that it is a just and inclusive process. Available data on the

⁽¹⁶⁹⁾ Brough, A. R., Wilkie, J. E. B., Ma, J., Isaac, M. S. and Gal, D. (2016), 'Is eco-friendly unmanly? The green-feminine stereotype and its effect on sustainable consumption', *Journal of Consumer Research*, Vol. 43, No 4, pp. 567–582 (<https://doi.org/10.1093/jcr/ucw044>).

⁽¹⁷⁰⁾ Punzo, G., Panarello, D., Pagliuca, M. M., Castellano, R. and Aprile, M. C. (2019), 'Assessing the role of perceived values and felt responsibility on pro-environmental behaviours: A comparison across four EU countries', *Environmental Science & Policy*, Vol. 101, pp. 311–322 (<https://doi.org/10.1016/j.envsci.2019.09.006>).



EU energy labour force indicate that women represent 24 % of all workers in the conventional energy sectors ⁽¹⁷¹⁾. However, no sex-disaggregated data are available on the labour force in the renewable energy sector in the EU ⁽¹⁷²⁾. In the **renewable energy sector** globally, women represent 32 % of full-time employees, based on a 2018 online survey by the International Renewable Energy Agency ⁽¹⁷³⁾.

When designing or evaluating a policy intervention that aims to promote, for instance, more efficient and flexible energy use at home through time-of-use pricing ⁽¹⁷⁴⁾, we must account for the **existing gendered division of household work**. In other words, it requires that the assessment of potential impacts does not make any assumptions about who ultimately implements energy efficiency measures in homes. We need to question on whom the burden of time flexibility is placed. Otherwise, such measures might make it more difficult for women to reconcile their employment, unpaid care and household work. Without an assessment of potential gender impacts, this type of policy intervention to promote efficient energy use could increase the domestic workload of women, including the mental load associated with coordinating different household and care tasks ⁽¹⁷⁵⁾. In doing so, it could ultimately reinforce existing structural gendered inequalities in responsibilities and the use of time.

Empirical data collected in a 2022 study of energy use in relation to household labour in households in Italy and the Netherlands suggest that women, who disproportionately carry the mental load in terms of household management, might be further challenged by the introduction of new demands, such as time-shifting certain practices for energy efficiency ⁽¹⁷⁶⁾.

GENDER-BASED VIOLENCE. Gender-based violence results from deep-rooted and systemic power imbalances between women and men ⁽¹⁷⁷⁾. Women and girls, in all their diversity, should be safe in their homes, in their relationships, in their workplaces, in public spaces such as public transport and online ⁽¹⁷⁸⁾.



While you should consider the violence that women and girls may experience

in the context of the intervention being evaluated, you should always take special precautions when the topic of the evaluation is gender-based violence or if the evaluation includes vulnerable populations (e.g. victims of gender-based violence). In all circumstances, you should ensure that the evaluation does not result in further violation of their rights. Before moving forward, consider if you need to draft an explicit protocol

⁽¹⁷¹⁾ Conventional energy technologies comprise the nuclear, oil, gas and coal industries. EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁷²⁾ Renewable energy technologies include industries involved in hydro, wind, ocean, bioenergy, solar photovoltaic and concentrated solar power.

⁽¹⁷³⁾ IRENA (International Renewable Energy Agency) (2019), *Renewable Energy: A gender perspective* (https://irena.org/-/media/Files/IRENA/Agency/Publication/2019/Jan/IRENA_Gender_perspective_2019.pdf).

⁽¹⁷⁴⁾ Time-of-use pricing is an electric rate schedule that adjusts the price of electricity based on when it is used.

⁽¹⁷⁵⁾ Aggeli, A., Christensen, T. H. and Larsen, S. P. A. K (2022), 'The gendering of energy household labour', *Buildings and Cities*, Vol. 3, No 1, pp. 709–724 (<https://doi.org/10.5334/bc.224>).

⁽¹⁷⁶⁾ Aggeli, A., Christensen, T. H. and Larsen, S. P. A. K (2022), 'The gendering of energy household labour', *Buildings and Cities*, Vol. 3, No 1, pp. 709–724 (<https://doi.org/10.5334/bc.224>).

⁽¹⁷⁷⁾ Gender-based violence is both a cause and a consequence of gender inequality. Gender-based violence is any type of violence based on someone's gender – including physical, emotional, financial and reproductive violence. While anybody can be a victim of gender-based violence, women are overwhelmingly the victims. Violence against women and girls continues to be one of the most severe human rights violations within societies. It is deeply rooted in systemic power imbalances between women and men. See more in EIGE (n.d.), 'Gender-based violence' (https://eige.europa.eu/gender-based-violence?language_content_entity=en), and Council of Europe (n.d.), 'Details of treaty No 210' (<https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treatyid=210>).

⁽¹⁷⁸⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).



to engage with vulnerable groups in the context of your evaluation ⁽¹⁷⁹⁾.

Consider the following with regard to the intervention you are evaluating.

Did the intervention under evaluation consider topics or concerns relating to gender-based violence in the context of the intervention? Was gender-based violence considered within the problem definition and design of the intervention? If so, how?

How did the intervention adopt any specific objectives to tackle gender-based violence? Were these achieved? If so, how? What change was achieved?

Did the intervention perpetuate or exacerbate situations of gender-based violence? What

negative impacts were observed? For instance, have you considered how the intervention under evaluation might have perpetuated the economic dependency of women, which could prevent them from leaving a violent partner?

Did the intervention consider aspects such as women's and girls' safety? Or sexual harassment at work, in public spaces or on public transport?

How did the intervention aim to **support women, in all their diversity, as victims of gender-based violence?**

Did the intervention aim to **change misconceptions regarding gender-based violence among its participants/beneficiaries?** If so, how? What change in attitudes was observed?

Box 25. Sexual harassment and gender-based violence on public transport



Safety concerns affect women's choices with regard to the mode of travel, route and time ⁽¹⁸⁰⁾. For instance, women are less likely to travel at night and tend to avoid poorly lit areas for fear of encountering sexual harassment and violence ⁽¹⁸¹⁾. **Gender-related safety concerns**, especially those relating to sexual harassment, are often overlooked in transport planning. Few data on women's safety and incidents of sexual harassment on public transport are available at the EU level. Typical indicators of transport safety often focus on the number of traffic accidents, deaths and injuries primarily involving cars. This leads to other incidents relating to safety and other forms of transport being overlooked ⁽¹⁸²⁾.

INSTITUTIONS, LAWS, POLICIES AND BUDGETS. When the designs of laws, policies and

budgets consider gender equality, they prevent the perpetuation of existing gender biases, chal-

⁽¹⁷⁹⁾ Consider resources such as WHO (2001), 'Putting women first: Ethical and safety recommendations for research on domestic violence against women' (<https://apps.who.int/iris/handle/10665/65893>); WHO (2005), 'Researching violence against women: A practical guide for researchers and activists' (<https://apps.who.int/iris/handle/10665/42966>). See also UN Women (2015), *How to Manage Gender-responsive Evaluation. Evaluation handbook* (<https://www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation>).

⁽¹⁸⁰⁾ EIGE (2017), *Gender and Transport* (<https://eige.europa.eu/publications/gender-transport>); Hortelano, A. O., Grosso, M., Haq, G. and Tsakalidis, A. (2021), 'Women in transport research and innovation: A European perspective', *Sustainability*, Vol. 13, No 12, 6796 (<https://doi.org/10.3390/su13126796>); International Transport Forum (2018), *Women's Safety and Security: A public transport priority*, OECD Publishing, Paris (https://www.itf-oecd.org/sites/default/files/docs/womens-safety-security_0.pdf); Afesojoye, O. E., Castillo, V. B. and Gómez, L. D. (2022), *Gender Equality and Safe and Secure Mobility* (<https://static1.squarespace.com/static/5d417d4fca99980001f34799/t/6229dd37c77957122eb99e6b/1646910881431/Policy+Brief%3A+Road+Safety+and+Gender+Equality>).

⁽¹⁸¹⁾ International Transport Forum (2018), *Women's Safety and Security: A public transport priority*, OECD Publishing, Paris (https://www.itf-oecd.org/sites/default/files/docs/womens-safety-security_0.pdf).

⁽¹⁸²⁾ The fear of violence and crime encountered on and around public transport is also a pivotal factor in the travel choices of LGBTIQ people. The European Union Agency for Fundamental Rights' 2019 LGBTIQ survey found that most incidents of physical or sexual attacks (51 %) take place in public, with 10 % occurring on public transport. European Union Agency for Fundamental Rights (2020), 'A long way to go for LGBTIQ equality' (<http://fra.europa.eu/en/publication/2020/eu-lgbti-survey-results>).



lenge traditional gender roles and address the different needs and priorities of women and men in all their diversity. Similarly, the organisational practices of institutions reinforce and boost women’s participation and representation in leadership roles. Consider the following with regard to the intervention you are evaluating.

Did the intervention align with laws, policies, regulations, strategies and institutional practices that promote gender equality? Did the intervention consider possible synergies with existing gender equality policies and regulations?

Did the intervention consider existing challenges to gender equality identified in policies and regulations? **Did it respond to or aim to address**

these existing challenges, and how? If not, why? At the EU level, you can consult the EU gender equality strategy and other strategies under the EU ‘Union of Equality’⁽¹⁸³⁾ to find out about key challenges in the area of gender equality and the Commission’s policy commitments to address them.

Within your evaluation, have you considered if resources are allocated in the intervention budget to achieve results that benefit both women and men? See more about this in [Step 2](#).

If the responsible institution has a GEP, does the intervention under evaluation comply with it? See more in [Table 9](#).

Box 26. Gender equality in transport policies



The sustainable and smart mobility strategy⁽¹⁸⁴⁾ and the new urban mobility framework⁽¹⁸⁵⁾ are the key tools delivering the European Green Deal in the area of transport. In parallel, the 2020–2025 gender equality strategy recognises that green policies, including transport, do not have an equal impact on women and men, and emphasises the need to address the dimension of gender in green policies to maximise the full potential of the European Green Deal⁽¹⁸⁶⁾.

However, only 22 % of transport workers in the EU are women⁽¹⁸⁷⁾. Gender segregation in the transport sector is both horizontal and vertical, significantly limiting women’s opportunities in the labour market and contributing to the gender pay gap⁽¹⁸⁸⁾. Women are under-represented in all subsectors of transport⁽¹⁸⁹⁾. The largest gender gap is in land transport, where women represent only 15 % of workers. Women’s share is highest in air transport (42 %). Compared with other transport subsectors, the air transport sector includes more service, sales and clerical support roles, typically held by women, which explains the higher representation of women in the sector⁽¹⁹⁰⁾.

⁽¹⁸³⁾ Including the strategy for the rights of persons with disabilities 2021–2030, the LGBTIQ equality strategy 2020–2025, the EU anti-racism action plan 2020–2025 and the EU Roma strategic framework.

⁽¹⁸⁴⁾ Commission communication – Sustainable and smart mobility strategy – Putting European transport on track for the future (COM(2020) 789 final).

⁽¹⁸⁵⁾ Commission communication – The new EU urban mobility framework (COM(2021) 811 final).

⁽¹⁸⁶⁾ Commission communication – A union of equality: Gender equality strategy 2020–2025 (COM(2020) 152 final).

⁽¹⁸⁷⁾ Directorate-General for Mobility and Transport (2022), *EU Transport in Figures: Statistical pocketbook 2022*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2832/216553>).

⁽¹⁸⁸⁾ Giannelos, I., Smit, G., Lakamp, R., Gonzalez Martinez, A.-R., Dorantes, L. M., Doll, C., Tanis, J. and Vroonhof, P. (2019), *Business Case to Increase Female Employment in Transport: Final report*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2832/93598>); EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁸⁹⁾ EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁹⁰⁾ EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).



Barriers to women's employment in the transport sector include the difficulty of hiring and retaining women employees, the lack of support and opportunities for career advancement, and unattractive work conditions ⁽¹⁹¹⁾. Another obstacle is related to gender stereotypes and educational choices. Gender stereotyping in overwhelmingly men-dominated study fields can impact the self-selection of girls' and women's paths away from transport careers ⁽¹⁹²⁾.

Women are also under-represented in political decision-making in the transport sector. In 2022, just 25 % of the Member States' government ministers (senior and junior) responsible for transport were women ⁽¹⁹³⁾. Overall, efforts to address the persistent gender segregation in the transport sector and in decision-making remain limited at both the EU and national levels ⁽¹⁹⁴⁾. Improved **synergies between the gender equality and transport policies** would result in the following benefits:

- increased uptake of **sustainable transport** with a gender-equal green transition in the transport sector,
- addressing **gender disparities in access to transportation** with, for example, enhanced timing, frequency and safety of public transport services, responding to the needs of travellers in all their diversity,
- improved **safety and security for women and girls**, considering that safety concerns determine women's transport choices, which can limit their access to education and employment, and affect their caregiving responsibilities,
- reduced labour shortages and an **expanded talent pool in the transport sector** as a result of supporting the participation of women in the sector.

⁽¹⁹¹⁾ Turnbull, P. (2013), *Promoting the employment of women in the transport sector – Obstacles and policy options*, International Labour Organization, Geneva; Ng, W. S. and Acker, A. (2020), *The Gender Dimension of the Transport Workforce*, International Transport Forum Discussion Papers, OECD Publishing, Paris (<https://www.itf-oecd.org/gender-dimension-transport-workforce>).

⁽¹⁹²⁾ EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).

⁽¹⁹³⁾ EIGE (n.d.), 'Indicator: National government ministers dealing with transport: Ministers by seniority' (https://eige.europa.eu/gender-statistics/dgs/indicator/wmidm_tra_nat_wmid_tra_natmin).

⁽¹⁹⁴⁾ EIGE (2023), *Gender Equality Index 2023: Towards a green transition in transport and energy* (<https://eige.europa.eu/publications-resources/publications/gender-equality-index-2023-towards-green-transition-transport-and-energy>).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

Table 9. How to assess interventions funded by Horizon Europe



If you are evaluating an intervention funded by Horizon Europe, consider the following checklist.

| Checklist | Yes | No | Explain |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|---------|
| <ul style="list-style-type: none"> • Did the intervention follow the commitments to gender equality set out in the required GEP? Did it include clear goals based on those commitments and detailed actions and measures to achieve them? • How did the intervention align with and contribute to the following areas: the measures outlined in the recommended thematic areas of the GEP (work–life balance and organisational culture; gender balance in leadership and decision-making; gender equality in recruitment and career progression; the integration of the gender dimension into research and teaching content; measures against gender-based violence, including sexual harassment)? • To what extent (if at all) do the project’s goals align with the gender equality objectives specified in its GEP? If so, how? | | | |
| <ul style="list-style-type: none"> • Was a gender analysis conducted to account for the differences between women and men in all their diversity, and how the intervention might affect them? • Did the intervention include specific gender equality objectives? What were they? Were they achieved? If so, how? • How did the intervention integrate a gender dimension into the research conducted? • What were the gender-differentiated impacts of the intervention? | | | |
| <ul style="list-style-type: none"> • Were arrangements in place for collecting sex-disaggregated data as well as gender indicators? • Was a system in place to monitor and evaluate progress towards the GEP’s objectives and targets, indicators and the differentiated gender impacts of the intervention? Was progress reported annually? | | | |
| <ul style="list-style-type: none"> • What was the gender balance of the research team implementing the intervention? What were the roles and decision-making powers of women and men members of the team? • Did the institution provide training on unconscious gender biases for staff and those running and working on the intervention? | | | |
| Consult EIGE’s gender equality in academia and research tool step-by-step guide ⁽¹⁹⁵⁾ for further guidance. | | | |

⁽¹⁹⁵⁾ EIGE (2022), ‘Gender equality in academia and research – GEAR tool’ (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear>).



Step 2. Did the intervention adopt a gender perspective?

The following questions aim to direct your attention to the specific methods and tools ⁽¹⁹⁶⁾ available for mainstreaming gender in each stage of the intervention cycle to assess whether or not they were used in the context of the intervention

you are evaluating. [Table 10](#) provides specific questions to consider if you are evaluating a project funded by EU funds governed by the CPR.



Looking at the intervention cycle, reflect on the following steps towards mainstreaming gender in the intervention you are evaluating.

⁽¹⁹⁶⁾ See EIGE (n.d.), 'More methods and tools' (<https://eige.europa.eu/gender-mainstreaming/methods-tools>).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools



Planning and design

- Was an (*ex ante*) **gender analysis** conducted to inform the design and budget of the intervention?
- Was the design of the intervention informed by **consultations with relevant stakeholders**?
- Did the intervention design consider a **gender perspective** throughout its objectives, outcomes, outputs and activities?
- Was a gender perspective adopted in the preparation of the **budget**? Did the budget reflect the gender-related objectives of the intervention?
- Did the intervention use **sex-disaggregated data and gender statistics**?
- Did the monitoring and evaluation framework adopt a gender perspective? Were monitoring and evaluation arrangements made to track the achievement of the gender-related objectives and results? Specifically, were **quantitative and qualitative output and outcome/impact indicators** for advancing gender equality defined?
- Before adoption, was an impact assessment conducted that considered gender equality? If so, how?
- If **public procurement** was used to implement the intervention, were gender equality concerns considered in the procurement procedure?



Implementation

- Were **resources** (funds, human resources, time, expertise, etc.) allocated and distributed strategically to achieve gender-related objectives?
- To what extent did the intervention reach the **intended beneficiaries** (i.e. different groups of women and/or men, girls and/or boys)?
- Were the relevant **gender stakeholders** engaged during the implementation of the intervention?
- Did the team have sufficient **gender expertise**? Were any gaps in capacities addressed through **gender training**?



Monitoring

- Did the monitoring system collect **data disaggregated by sex**? Did it keep track of gender-relevant objectives and results using **gender indicators**?
- Were the effects of the intervention on gender equality regularly analysed and reported?
- Was someone in charge of **monitoring** the gender-relevant results and collecting sex-disaggregated data?
- Were the monitoring data used to address unintended gender impacts and make relevant changes to achieve the gender-related objectives?




Evaluation and revision

- Does the **evaluation design** (evaluation matrix, methodological approach, etc.) adopt a gender perspective?
- Does the evaluation assess the **impacts on gender equality**?
- Does the evaluation conducted provide gender-responsive findings and recommendations?
- Does the proposed new intervention, or revisions to the evaluated intervention, incorporate the findings and recommendations of the evaluation in terms of impacts on gender equality, as well as in terms of opportunities for mainstreaming gender in the revised/new intervention?

⇒ See more in the [relevant tools from this toolkit](#).

Table 10. How to assess interventions under the CPR

|  If you are assessing a project funded by EU funds governed by the CPR, consider the following checklist. | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|---------|
| Checklist | Yes | No | Explain |
| <ul style="list-style-type: none"> Does the project description explain how gender equality as a horizontal principle was taken into account in the design of the project? Does the project description explain how gender equality would be considered during its implementation, including the allocation of resources? | | | |
| <ul style="list-style-type: none"> To what extent (if at all) have the project's goals aligned with the gender equality objectives specified in the partnership agreements? To what extent do they reflect any gender-relevant country-specific recommendations outlined in the partnership agreements? To what extent (if at all) have the project's goals aligned with the gender equality objectives/measures specified in the operational programmes? To what extent (if at all) have the project's goals aligned with the gender equality objectives at the national or EU level? | | | |
| <ul style="list-style-type: none"> In what ways does the project comply with the requirement to adopt gender equality as a horizontal principle? If it does not comply, is there a justification for why this is the case? What methods were used to ensure the integration of a gender perspective in the project? What were the gender equality objectives of the project? Were they achieved? If so, how? How did the planned specific activities contribute to achieving the project's gender equality objectives? Specifically, did the project promote targeted actions to promote equality between women and men? What were they? Were the direct addressees or target population of the intervention identified in a gender-responsive manner? Was this also reflected in the budget? To what extent did the project reflect an intersectional understanding of gender equality? For instance, to what extent did it consider equality between women and men and other characteristics such as age, socioeconomic status, disability, race, ethnicity, religion, sexual orientation and rural or urban location? Were the target populations reached during implementation, including in terms of the allocation of resources? If so, how? | | | |



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools



If you are assessing a project funded by EU funds governed by the CPR, consider the following checklist.

| Checklist | Yes | No | Explain |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|---------|
| <ul style="list-style-type: none"> Does the project include a monitoring and evaluation framework, providing the necessary data to monitor and evaluate the programme from a gender perspective? For example, did the framework establish the collection, as a minimum, of sex-disaggregated data on results indicators with regard to the project’s direct addressees or target population? Were sex-disaggregated monitoring data collected as established during implementation of the project? For projects under certain ERDF- and ESF+-specific objectives ⁽¹⁹⁷⁾, to what extent did the project objectives reflect the gender equality challenges identified in the national strategic policy framework for gender equality? Did the project include gender equality objectives? Were the objectives on gender equality achieved? If so, how? Was a gender perspective included in the monitoring arrangements? What quantitative and qualitative indicators were used to track the achievement of the gender equality objectives? How were the gender equality objectives operationalised in the budget and resource allocation of the intervention? Did the project contribute to any of the measures planned within the policy framework for gender equality? If so, how? Did the project, for example, contribute to addressing gender gaps in employment, pay or pensions? Or did it contribute to promoting a better work-life balance for women and men? Was the project designed and implemented in consultation or cooperation with relevant gender stakeholders, such as those identified in the policy framework for gender equality? | | | |
| <p>Consult EIGE’s gender budgeting step-by-step toolkit ⁽¹⁹⁸⁾ for further guidance on gender budgeting in EU-funded programmes and projects, in particular:</p> | | | |
| <ul style="list-style-type: none"> Tool 2. Analysing gender inequalities and gender needs at the national and subnational levels; Tool 3. Operationalising gender equality in policy objectives (in partnership agreements) and specific objectives/measures (in operational programmes); Tool 9. Mainstreaming gender equality in project design; Tool 10. Integrating a gender perspective in monitoring and evaluation processes. | | | |

⁽¹⁹⁷⁾ For ERDF’s specific objective on ‘Enhancing the effectiveness and inclusiveness of labour markets and access to quality employment through developing social infrastructure and promoting social economy’ and for ESF+’s specific objective on ‘Promoting a gender-balanced labour market participation, equal working conditions, and a better work/life balance including through access to affordable childcare, and care for dependent persons’, having a strategic framework for gender equality is an enabling condition that must be fulfilled to access support under those specific objectives. Annex IV, Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231.

⁽¹⁹⁸⁾ EIGE (2022), ‘Gender budgeting: Step-by-step toolkit’ (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting>).



Box 27. More resources for assessing gender impacts and gender mainstreaming in interventions



The following resources can help you to assess the gender impacts of the intervention you are evaluating and its achievement of gender mainstreaming:

- EIGE's toolkit on gender impact assessment ⁽¹⁹⁹⁾,
- EIGE's 'Checklist for gender-sensitive screening of proposals for European Union (EU) directives' (2021) ⁽²⁰⁰⁾,
- a UN Women Training Centre video on gender analysis frameworks ⁽²⁰¹⁾,
- the UN Women Handbook on Gender Mainstreaming for Equality Results (2022) ⁽²⁰²⁾.

⁽¹⁹⁹⁾ EIGE (2017), *Gender Impact Assessment – Gender mainstreaming toolkit*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>).

⁽²⁰⁰⁾ EIGE (2021), *Checklist for gender-sensitive screening of proposals for European Union (EU) directives* (<https://eige.europa.eu/publications/checklist-gender-sensitive-screening-proposals-european-union-eu-directives?lang=ga>).

⁽²⁰¹⁾ UN Women Training Centre, 'Gender analysis frameworks', 2017 (<https://youtu.be/Vv0HyrHB3uQ>).

⁽²⁰²⁾ UN Women (2022), *Handbook on Gender Mainstreaming for Gender Equality Results* (<https://www.unwomen.org/en/digital-library/publications/2022/02/handbook-on-gender-mainstreaming-for-gender-equality-results>).



TOOL 7. Using gender-responsive strategic foresight in your evaluation



Foresight is the study of plausible future developments by anticipating emerging trends and risks to plan strategically for those possibilities⁽²⁰³⁾. It involves an analysis to understand how the future may develop, how policymakers can shape that future and what decisions are robust across a range of futures. The 'Better regulation' guidelines point to strategic foresight in evaluation when considering the future relevance of existing interventions⁽²⁰⁴⁾. This tool will help you conduct a strategic foresight analysis as part of your evaluation in a gender-responsive manner (Box 28).

The tool distinguishes three steps in a gender-responsive foresight exercise:

- 1) planning gender-responsive strategic foresight,
- 2) implementing gender-responsive strategic foresight,
- 3) analysing the implications of gender-responsive strategic foresight.

Box 28. The role of gender-responsive foresight in EU evaluations



It is important to bear in mind whose futures are being explored in foresight research and how it can be relevant to all groups – especially those who are under-represented. In particular, foresight studies should include issues that are important to women and men in all their diversity and should not view any specific group as victims, but should consider all as drivers of change.

Step 1. Planning gender-responsive strategic foresight

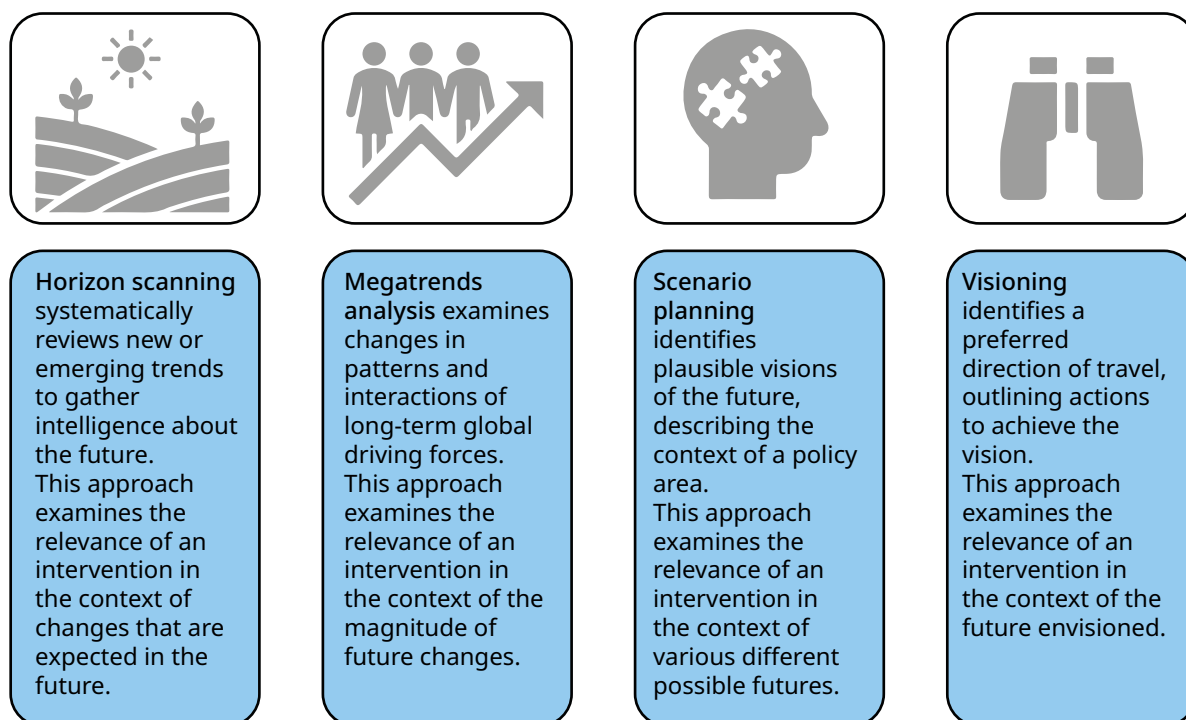
There are many foresight methods that can be used (e.g. driver and systems mapping, Delphi,

backcasting, gaming or policy stress-testing)⁽²⁰⁵⁾. Each of these can and should take a gender and intersectional perspective (see Figure 6).

⁽²⁰³⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽²⁰⁴⁾ Tool #20, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽²⁰⁵⁾ See, for instance, Government Office for Science (2017), *The Futures Toolkit: Tools for futures thinking and foresight across UK government* (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674209/futures-toolkit-edition-1.pdf).

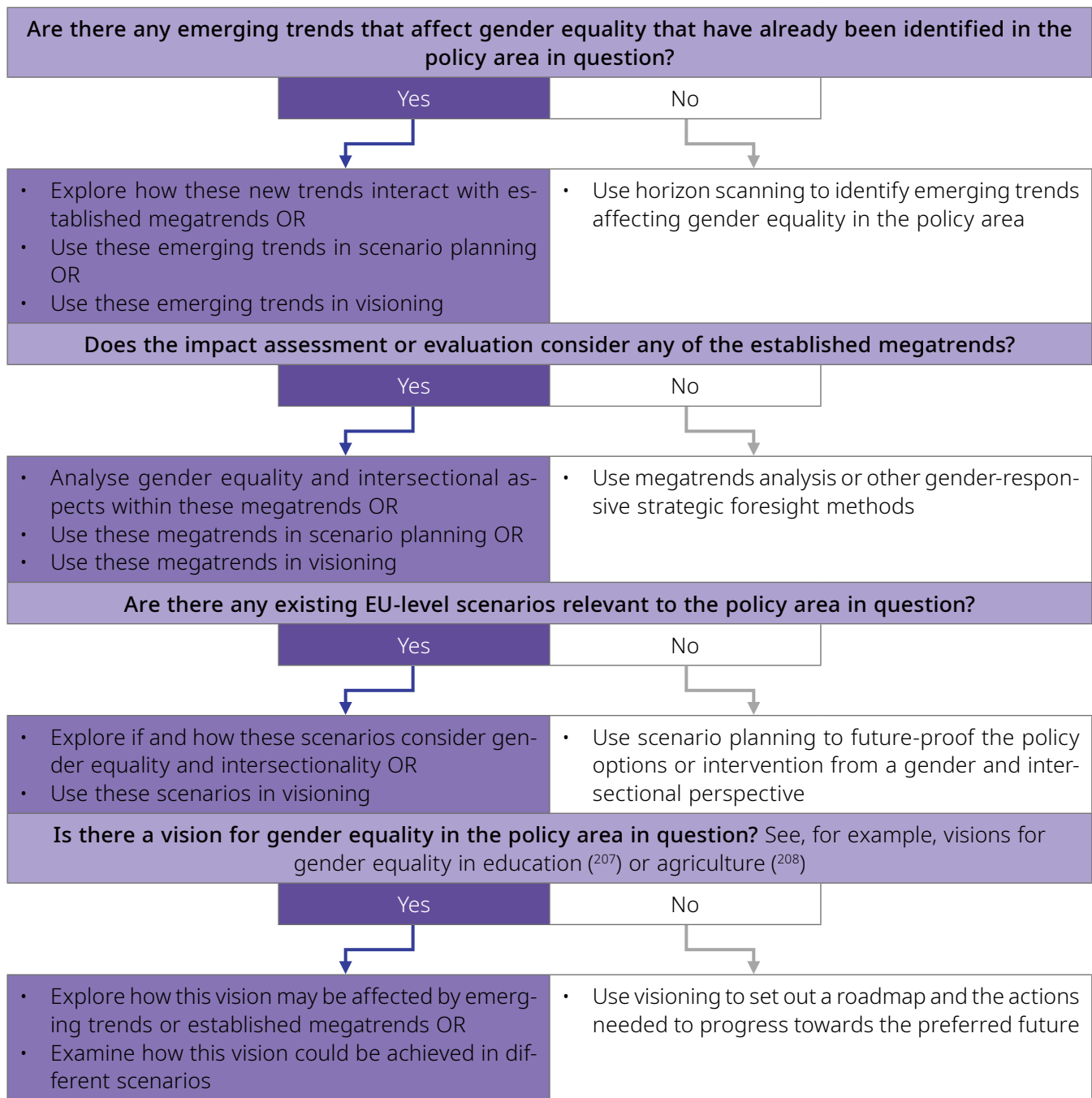
Figure 6. The EU strategic foresight methods ⁽²⁰⁶⁾

Next, examine possible foresight methods and decide which is the most appropriate type to use in your evaluation.



Follow the following decision tree to determine the most suitable gender-responsive strategic foresight method for your evaluation.

⁽²⁰⁶⁾ Authors' elaboration based on Tool 20, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).



You should ensure that you give sufficient consideration to a gender equality perspective, gender aspects are in the design and methodology of your foresight research (including in the terms of reference for any strategic foresight exercise you commission) and the necessary gender expertise is mobilised.

In this step, you should also consider the composition of the team that will conduct the foresight exercise, and the participatory approaches through which it will be carried out (Box 29).

⁽²⁰⁷⁾ UNESCO (2019), *From Access to Empowerment: UNESCO strategy for gender equality in and through education 2019–2025*, UNESCO, Paris.

⁽²⁰⁸⁾ FAO (Food and Agriculture Organization of the United Nations) (2020), *Policy on Gender Equality 2020–2030* (<https://www.fao.org/3/cb1583en/cb1583en.pdf>).

Box 29. How to plan gender-responsive strategic foresight



Incorporate sufficient gender expertise in your team

Not only is foresight currently considered a male-dominated method⁽²⁰⁹⁾, but it is also a relatively new instrument in EU policymaking. Practitioners may want to draw on external expertise to combine both foresight know-how and knowledge of gender equality. Consider bringing in or consulting with foresight and gender experts early to explore your options and adjust planning. Given the novelty of the method, this requirement can be met more easily by a team of experts (rather than one person who combines both areas of expertise). Go back to [TOOL 3](#) and reflect on how you can ensure that the evaluation team and external contractors have the necessary expertise to conduct gender-responsive strategic foresight.

In addition, to ensure buy-in for the results of your gender-responsive strategic foresight exercise, keep in mind the following advice.

- Hold regular meetings between policymakers and those conducting foresight research (to agree on its scope, review progress and discuss comments). This will help you to ensure that the foresight research is aligned with policymaking needs and it gives due respect to gender and intersectionality.
- Hold regular meetings of the interservice steering group to discuss their comments on the evaluation.

Ensure that the data collected and analysed are disaggregated by sex and other intersecting characteristics

Sex-disaggregated data and gender statistics provide the evidence base for making gender inequalities visible, as well as for analysing these differences and examining how they are likely to develop over time. In your strategic foresight exercise, consider the following factors.

- What data need to be disaggregated by sex to understand any differential impacts on women and men in all their diversity?
- Do you have access to sex-disaggregated data and gender statistics in your policy or intervention area? Sources could include both external databases (e.g. the EIGE's Gender Statistics Database)⁽²¹⁰⁾ and data that are collected internally (e.g. as part of the monitoring of the intervention).

Strengthen the use of participatory approaches in which various perspectives are represented

Both quantitative and qualitative data are useful in foresight research. Quantitative data can help weigh up the 'big picture', while qualitative data can help you to understand 'why' and 'how'. Qualitative data are important in foresight precisely because quantitative data are not always available, and may therefore need to be replaced with expert views and opinions. Experts can include academics or practitioners, and those with lived experiences and realities – that is, women and men in all their diversity. In most foresight methods, the research subjects may be involved as partners in the research process itself, and they may draw on their own experience,

⁽²⁰⁹⁾ Gunnarsson-Östling, U. (2011), 'Gender in futures: A study of gender and feminist papers published in *Futures*, 1969–2009', *Futures*, Vol. 43, No 9, pp. 1029–1039 (<https://doi.org/10.1016/j.futures.2011.07.002>).

⁽²¹⁰⁾ EIGE (n.d.), 'Gender Statistics Database' (<https://eige.europa.eu/gender-statistics/dgs>).







knowledge and capabilities to inform the research. This can take place through interviews, surveys, workshops and/or other forms of consultation.

Step 2. Implementing gender-responsive strategic foresight

This section provides guiding tips and questions to support you in conducting a gender-responsive strategic foresight for your evaluation. The

guiding questions are not comprehensive: they provide only pointers and aspects to consider. Additional information can be found in the EIGE brief on gender-responsive strategic foresight ⁽²¹¹⁾.

Box 30. How to ensure that your chosen foresight method is gender-responsive: relevant questions

|  Horizon scanning |  Megatrends analysis |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • What emerging trends affect gender equality in the policy area under evaluation? • How (if at all) do the emerging trends that affect gender equality interact with established megatrends? • Are the sources on the subject matter likely to show gender imbalance, and is that imbalance indicative of gender bias? • Have you tried to proactively seek/choose sources that reflect the diversity of the field in terms of thought, form of contribution, sex, age and other factors? | <ul style="list-style-type: none"> • How do the megatrends pertinent to your intervention affect women and men in all their diversity (see Box 31)? • What are the possible consequences of the relevant megatrends for women and men? • Are any forecasts or projections available to explore more established and newer trends in gender equality? How can these influence the future direction of the megatrend you are analysing? • Are there any subgroups of women or men who, owing to a combination of intersecting inequalities, might be particularly affected by the megatrend (either positively or negatively)? |
|  Scenario planning |  Visioning |
| <ul style="list-style-type: none"> • Are existing gender analyses in the policy area being considered in scenario planning? • To what extent are gender and intersectionality considerations present in the scenario narratives? | <ul style="list-style-type: none"> • What specific prompts and probes are included to ensure that a gender and intersectional perspective is considered and specified in the vision? • What are the gender equality aspirations for your intervention or the future policy options you have jointly agreed on? • What are the critical steps towards achieving the vision in relation to its gender equality aspects? • What resources, including gender expertise and awareness raising, are needed to achieve this (and how can these be secured)? • Who will be the future 'winners' and 'losers' (and how can we mitigate negative effects on some groups)? |

⁽²¹¹⁾ See EIGE (2024), *Fostering a gender and intersectional perspective in EU foresight*.



Box 31. Examples of foresight methods that take a gender perspective



Megatrends analysis. The Commission recognises ‘widening inequalities’ as a megatrend. This megatrend explicitly refers to and explains gender inequalities as follows.

Different types of inequalities in society are persistent and widening despite progress to address them. Inequalities in education, the labour market and health are widening, and gender and territorial inequalities persist despite significant progress being made to address them. An uneven distribution of wealth, income and the adverse effects of climate change worldwide is growing. Crucial for a prosperous society, access to quality education, employment and health is still shaped by gender, age, ethnicity, social class, migration status and location. ... The COVID-19 pandemic has exposed and exacerbated many of the existing inequalities (212).

Scenario planning. The Consultative Group on International Agricultural Research led the development of several future scenarios combining qualitative and quantitative methods to guide planning for food-secure and sustainable futures. Efforts included the integration of gender and other considerations into the scenario process. A detailed analysis of participation, empowerment and equity considerations demonstrated both the challenges (e.g. insufficient resources) and the perceived benefits (e.g. levelling the playing field thanks to highly participatory methods) of using gender-responsive scenario planning (213).

Visioning. The revised Food and Agriculture Organization of the United Nations (FAO) policy, published in 2020 (214), serves as an instrument to drive the FAO’s efforts over the coming decade to address gender-based discrimination within the context of agriculture, food security and nutrition, and particularly those inequalities that affect rural women and girls. The vision articulated in its policy is to achieve equality between women and men in sustainable agriculture and rural development, in order to eliminate hunger and poverty. To achieve this goal, the FAO set four specific objectives to help guide the future work of the organisation, each of which is in alignment with gender-related SDGs to ensure the FAO’s overall contribution to the 2030 Agenda. The four objectives are an equal voice and decision-making power for women and men; equal rights, access and control over resources; equal rights and access to services, markets and decent work; and the reduction of women’s care work burden.

Step 3. Analysing the implications of gender-responsive strategic foresight and using its results

The ultimate purpose of foresight analysis is to inform policymaking. In evaluations, strategic foresight helps examine the relevance of an intervention and tests possible policy options against

future conditions (future-proofing) to determine if and how these should be modified to meet policy objectives and advance gender equality. The tips and questions in [Box 32](#) will help you analyse and report on the implications of gender-responsive strategic foresight.

(212) European Commission (n.d.), ‘Widening inequalities’ (https://knowledge4policy.ec.europa.eu/diversifying-inequalities_en).

(213) Marty, E. (2022), *Foresight as a Mechanism for Inclusion? Comparative analysis of gender and social inclusion within the CCAFS scenario-based policy formulation processes* (<https://cgspace.cgiar.org/items/2fc1d2ef-5034-4e9d-ba32-f61df35201d8>).

(214) FAO (2020), *Policy on Gender Equality 2020–2030* (<https://www.fao.org/3/cb1583en/cb1583en.pdf>).



Box 32. How to analyse the implications of gender-responsive strategic foresight



Reflect on the implications of the foresight exercise for gender equality

To what extent are gender and intersectionality considerations present in the implications for the intervention/policy options?

Which priorities that foster gender equality will be funded? How will resources be allocated in relation to different priorities, including gender equality?

What will be measured to evaluate progress towards gender equality?

With **TOOL 6**, use the results of the gender-responsive strategic foresight to analyse the gender impacts of the intervention or follow existing methods (e.g. gender-based analysis: GBA+) ⁽²¹⁵⁾ to make foresight research more inclusive.

Report on the results of the gender-responsive strategic foresight exercise in the evaluation report

In your evaluation report, acknowledge the differences between the situations and needs of women and men in all their diversity within the policy area in question.

Consider how you can prioritise the reporting of the implications of gender-responsive strategic foresight carried out for your intervention or policy options and efforts needed to counter-balance existing gender inequalities.

If necessary, summarise the key points and cross-reference additional documentation in an annex.

See more in **TOOL 10** on reporting the results of the gender-responsive evaluation and preparing lessons learned.

⁽²¹⁵⁾ Brown, V. and Eichler, M. (2020), 'GBA+ toolkit', Defence & Security Foresight Group (https://www.academia.edu/48971781/GBA_Toolkit).



TOOL 8. Identifying the gender implications of environmental impacts



The 'Better regulation' toolbox provides tools to undertake environmental assessments of any policy intervention in a proportionate manner⁽²¹⁶⁾, particularly in the context of the European Green Deal. Tool #36 is one of these. It provides guidance on identifying and analysing environmental impacts, which are understood as environmental changes due to anthropogenic activities, that may affect human health and well-being, economic activities and social dynamics.

When carrying out an assessment of environmental impacts, you should aim to go a step

further and consider how environmental aspects or areas need to be analysed through a gender lens to obtain a more accurate picture of reality. TOOL 8 helps you identify the gender implications behind each environmental impact your intervention might have. This tool consists of two steps:

- 1) selecting the environmental factors potentially impacted by the intervention,
- 2) analysing the environmental impacts through a gender lens.

Box 33. Environmental impacts in the EU



In the context of the European Green Deal, the DNSH principle requires policymakers to assess the potential environmental impacts of proposed activities and take steps to avoid or minimise any negative effects, implement mitigation measures or choose alternative options that have fewer environmental impacts⁽²¹⁷⁾.

Specifically, assessing the environmental impacts of an intervention involves identifying, describing and assessing what significant **effects** this intervention is likely to have on the environment, focusing mainly on effects resulting from, among other factors:

- **the use of natural resources**, in particular land, soil, water and marine resources, biodiversity and natural habitats, considering as far as possible the sustainable availability of these resources;
- **the emission of pollutants** (into air, water or land), noise, vibration, light, heat and radiation, the creation of nuisances and the disposal and recovery of waste;
- **the impact of the intervention on climate** (e.g. the nature and magnitude of greenhouse gas emissions), the vulnerability of the intervention to climate change, climate change mitigation and adaptation;
- **the risks to populations, human health, cultural heritage, landscape** or other environmental and social factors (e.g. relating to accidents or disasters);
- **the cumulative effects of the intervention in conjunction with other existing and/or approved interventions**, taking into account any existing environmental problems relating to areas of particular environmental importance that are likely to be affected;

⁽²¹⁶⁾ The principle of proportionality dictates that public authorities, while carrying out their duties, must not go beyond what is essential to attain their intended goals of public interest. In other words, they must act within reasonable limits that align with their objectives. Lenaerts, K. (2021), *Proportionality as a matrix principle promoting the effectiveness of EU law and the legitimacy of EU action* (https://www.ecb.europa.eu/press/conferences/shared/pdf/20211125_legal/ECB-Symposium_on_proportionality_25_November_2021.en.pdf).

⁽²¹⁷⁾ Regulation (EU) 2020/852 of the European Parliament and of the Council of 18 June 2020 on the establishment of a framework to facilitate sustainable investment, and amending Regulation (EU) 2019/2088, OJ L 198.



- **other crucial effects** on natural habitats (destruction, maintenance, recuperation, etc.), biodiversity (loss, protection), energy consumption, waste generation and livelihoods ⁽²¹⁸⁾.

In the EU, environmental assessments are carried out using two types of instruments: strategic environmental assessments (Directive 2001/42/EC), which apply to policies, plans and programmes, and environmental impact assessments (Directive 2011/92/EU as amended by 2014/52/EU), which apply to projects. However, the DNSH principle (Article 17 of Regulation (EU) 2020/852) presents six goal areas to be promoted when assessing the life cycle of products and services provided by an economic activity, being particularly relevant for RRF and MFF: climate change mitigation, climate change adaptation, sustainable use and protection of water and marine resources, circular economy, pollution prevention and control, and protection and restoration of biodiversity and ecosystems.

Tool #36 of the 'Better regulation' toolbox can be helpful both for the evaluation of an existing/implemented intervention and for the analysis of different policy options within the framework of an impact assessment. For evaluations, the identification of impacts is usually informed by a prior environmental impact assessment (according to Directive 2014/52/EU) or a strategic environmental assessment (Directive 2001/42/EC). However, unintended, unexpected or unknown impacts that may have occurred during the implementation of an intervention also need to be included within the scope of the evaluation. Regardless of the phase in the policymaking cycle, an environmental evaluation always looks at all of the relevant environmental receptors or factors and determines if the policy has respected environmental principles or if it has been harmful in any possible way.

Step 1. Selecting the environmental factors potentially affected by the intervention

⇒ Before continuing, **refresh your memory on the main categories of environmental factors** using tool #36 of the 'Better regulation' toolbox.

Interventions can have numerous environmental impacts. In particular, transport, energy, agriculture and circular economy policies in the EU can potentially have significant impacts on the following areas:

- biodiversity and landscape,
- water and air quality,
- soil quality and change in land use or degradation,
- climate factors – adaptation and mitigation,

- efficient use of resources, waste production, recycling,
- pollution, toxicity, environmental risks, human health.

The following section provides guiding questions to support you in understanding the implication of each environmental impact in terms of gender inequalities and gaps. This list is far from exhaustive. It aims to provide you with basic key entry points into what could be investigated further, illustrated with examples relating to specific policy areas. Some categories of environmental impacts do not have salient gender implications, or such research is still only incipient in the EU (e.g. with regard to soil quality).

⁽²¹⁸⁾ See full list in Art. 17, Regulation (EU) 2020/852 of the European Parliament and of the Council of 18 June 2020 on the establishment of a framework to facilitate sustainable investment, and amending Regulation (EU) 2019/2088, OJ L 198.



Step 2. Analysing the environmental impacts through a gender lens

Once the main categories of environmental effects of your intervention have been identified, you can analyse each of them with the help of the following checklists, which are grouped according to **European Green Deal policy objective 2** ('A greener, low carbon Europe by promoting clean and fair energy transition, green and blue investment, the circular economy, climate adaptation and risk prevention and management,


⁽²¹⁹⁾ and its corresponding **specific objectives** (i to viii).

The checklists include, in the first column, questions proposed in tool #36 from the 'Better regulation' toolbox. The second column presents arguments and facts on how gender and other social and intersectional inequalities can represent key areas for analysis, followed by guiding questions that will help you assess them in your intervention.

⁽²¹⁹⁾ Policy objective 2 ('A greener, low-carbon transitioning towards a net zero carbon economy and resilient Europe by promoting clean and fair energy transition, green and blue investment, the circular economy, climate change mitigation and adaptation, risk prevention and management, and sustainable urban mobility') as set out in Article 3.1 (b) of Regulation (EU) 2021/1058 of the European Parliament and of the Council of 24 June 2021 on the European Regional Development Fund and on the Cohesion Fund, OJ L 231.




4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| KEY QUESTIONS PER ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective vii. Enhancing the protection and preservation of nature, biodiversity and green infrastructure, including in urban areas, and reducing all forms of pollution | |
|  <p>Biodiversity and landscape</p> <p>Does the policy affect natural capital and ecosystem services?</p> <p>Does the policy affect the scenic value of the protected landscape?</p> | <p>Ecosystem services are gendered ⁽²²⁰⁾ by their social construction and the importance of the social mechanisms that underpin the relationships between people and nature. Women play essential roles in using and managing biodiversity and natural resources in landscapes, forests and oceans across the globe ⁽²²¹⁾.</p> <p>How women and men benefit from ecosystems depends on gendered knowledge systems, gendered behavioural expectations, gendered access to resources and gendered institutions. Meanwhile, gender roles include different responsibilities, priorities, decision-making powers and knowledge, which affect how women and men manage and protect biological resources.</p> <ul style="list-style-type: none"> • To what extent do women and men differ in their dependence on natural resources? • Who has access to natural resources and decides on their management and conservation? • Will women and men benefit equally from the ecosystem services affected? How will these benefits for women and men be sustained over time? • Who will use and benefit from green infrastructure in urban areas? Will women and men use this infrastructure in the same ways? Will women and men benefit equally? • Will both women and men participate in any possible consultations that might be held regarding the management of natural resources? |

⁽²²⁰⁾ Fortnam, M., Brown, K., Chaigneau, T., Crona, B., Daw, T. M., Gonçalves, D., Hicks, C., Revmatas, M., Sandbrook, C. and Schulte-Herbruggen, B. (2019), 'The gendered nature of ecosystem services', *Ecological Economics*, Vol. 159, pp. 312-325 (<https://doi.org/10.1016/j.ecolecon.2018.12.018>).

⁽²²¹⁾ CGIAR Gender Impact Platform (n.d.), 'Landscapes and biodiversity' (<https://gender.cgiar.org/gender-research/landscapes-and-biodiversity>).



| KEY QUESTIONS PER ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective vii. Enhancing the protection and preservation of nature, biodiversity and green infrastructure, including in urban areas, and reducing all forms of pollution | |
|  <p>Air quality</p> <p>Does the policy have an effect on emissions of harmful air pollutants that might lead to deterioration in the environment, affect human health, and damage buildings and cultural heritage?</p> | <p>With regard to air quality and outdoor air pollution, differences between women’s and men’s exposure or vulnerability can also be seen. Air pollution data from Spain, France and Sweden show that women report ailments in the form of allergies and respiratory or skin hypersensitivity to a greater extent than men, with older women being at greater risk ⁽²²²⁾.</p> <p>Occupational patterns may also be an important factor. In the OECD, men suffer higher mortality rates from ambient and occupational air pollution and occupational carcinogens, while women suffer more from residential particulate matter ⁽²²³⁾.</p> <ul style="list-style-type: none"> • Does the policy consider land use and urbanisation, housing conditions and work conditions, which are important drivers of inequalities in air pollution exposure? • Does the policy address gender differences in occupational patterns and health issues related to air pollution? • Does the policy propose relevant air quality solutions? Will women and men benefit equally from air quality measures? • Will both women and men participate in any possible consultations regarding air quality that might be held? |

⁽²²²⁾WHO Regional Office for Europe (2016), *Women’s Health and Well-being in Europe: Beyond the mortality advantage* (<https://apps.who.int/iris/bitstream/handle/10665/332324/9789289051910-eng.pdf?sequence=1&isAllowed=y>).

⁽²²³⁾OECD (2020), *Gender and Environmental Statistics* (<https://www.oecd.org/environment/brochure-gender-and-environmental-statistics.pdf>).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| KEY QUESTIONS PER ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective vii. Enhancing the protection and preservation of nature, biodiversity and green infrastructure, including in urban areas, and reducing all forms of pollution | |
| <div data-bbox="356 339 544 507" data-label="Image"> </div> <p data-bbox="125 533 779 596">Pollution, toxicity and environmental risks, human health</p> <p data-bbox="125 619 779 719">Does the policy affect the likelihood or prevention of fire, explosions, breakdowns, accidents and accidental emissions?</p> <p data-bbox="125 742 779 879">Does it affect the risk of unauthorised or unintentional release or proliferation of organisms or products that might have an environmental impact (e.g. invasive species)?</p> <p data-bbox="125 901 779 962">Is the product toxic for human health? Does it accumulate in the body mass?</p> | <p data-bbox="801 378 2089 478">Environmental determinants of health overlap with gender and social factors, with specific consequences for women. Two main dimensions must be considered: exposure and sensitivity (related to biological or social factors).</p> <p data-bbox="801 501 2089 601">Differences can exist between women and men in terms of exposure to pollution and hazardous chemicals, linked to consumption habits, physiological differences, and gaps in socioeconomic backgrounds and professional occupations ⁽²²⁴⁾.</p> <p data-bbox="801 624 2089 724">Women absorb and store environmental chemicals and metals from air, water, food and consumer products in different ways from men ⁽²²⁵⁾, with potential different lifelong health consequences. Some women and men are more exposed due to their socioeconomic circumstances and types of work ⁽²²⁶⁾.</p> <ul data-bbox="801 730 2089 932" style="list-style-type: none"> • Are gender-specific exposure patterns to pollution, toxicity and environmental risks, such as occupational exposure, domestic exposure and proximity to polluted areas, being identified and addressed? • Are the impacts on the health of women and men that result from pollution or toxicity due to biological factors or social roles considered separately? • Will both women and men participate in any possible consultations that might be held regarding pollution? |

⁽²²⁴⁾ OECD (2020), *Gender and Environmental Statistics* (<https://www.oecd.org/environment/brochure-gender-and-environmental-statistics.pdf>). WHO Regional Office for Europe (2019), *Environmental Health Inequalities in Europe: Second assessment report* (<https://www.who.int/europe/publications/i/item/9789289054157>).

⁽²²⁵⁾ WHO Regional Office for Europe (2016), *Women's Health and Well-being in Europe: Beyond the mortality advantage* (<https://apps.who.int/iris/bitstream/handle/10665/332324/9789289051910-eng.pdf?sequence=1&isAllowed=y>).

⁽²²⁶⁾ WHO Regional Office for Europe (2019), *Environmental Health Inequalities in Europe: Second assessment report* (<https://www.who.int/europe/publications/i/item/9789289054157>).



Box 34. Example: gender mainstreaming for the conservation of biodiversity and human health



The 12th meeting, COP12, of the CBD, held in 2014, agreed on the importance of gender considerations to the achievement of the Aichi Biodiversity Targets and encouraged parties to give due consideration to gender equality in their national biodiversity strategies and action plans. One of the strategic objectives of the 2015–2020 gender plan of action under the CBD is to show the benefits of gender mainstreaming in measures towards the conservation of biodiversity, the sustainable use of the components of biodiversity and the fair and equitable sharing of benefits arising out of the utilisation of genetic resources. A study including seven countries from south-eastern Europe ⁽²²⁷⁾ concluded that Croatia's national biodiversity strategy and action plan, and reports presented to the CBD, included limited gender considerations identifying women as a vulnerable group.

Box 35. Example: gender and intersectional inequalities in pollution




In Italy, communities identified as living close to major contaminated sites are monitored using the Epidemiological Study of Residents in National Priority Contaminated Sites (Sentieri) epidemiological surveillance system, using sex-disaggregated socioeconomic data at the municipality level ⁽²²⁸⁾. Sentieri's aim is to describe the health profiles of populations living close to each national priority contaminated site to provide evidence for local public health interventions. It also facilitates overall national assessments of environmental health issues relating to these sites, including data on mortality, hospitalisation, the incidence of cancer and congenital anomalies by gender and age, among others. Sentieri also investigates social inequalities in the areas monitored, using an index of multiple deprivations at the municipality level, derived from a combination of census variables associated with the socioeconomic dimensions of education, employment and material deprivation. The results show that municipalities with the highest levels of social deprivation are almost twice as likely to be located in the area of a contaminated site than municipalities with lower levels of social deprivation.

⁽²²⁷⁾ GIZ (2018), *Gender based review of the key national biodiversity related strategies and reports in south-east Europe* (https://www.giz.de/de/downloads/Gender_Based_Review_NBSAP_CBD_SEE_countries.pdf).

⁽²²⁸⁾ WHO Regional Office for Europe (2019), *Environmental Health Inequalities in Europe: Second assessment report* (<https://www.who.int/europe/publications/i/item/9789289054157>).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| KEY QUESTIONS FOR EACH ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective v. Promoting access to water and sustainable water management | |
|  <p>Water quality and water management</p> <p>Does the policy affect drinking water resources, particularly their quality?</p> <p>Does the policy decrease or increase the quality or quantity of freshwater and groundwater?</p> | <p>Unequal access to good-quality water and to wastewater treatment infrastructures can have adverse health and social effects ⁽²²⁹⁾. Even if full coverage of high-quality water is reported for many EU Member States, some, such as Bulgaria, still present small inequalities in coverage, particularly in rural areas ⁽²³⁰⁾.</p> <p>The increasing frequency and intensity of drought episodes caused by climate change pose a challenge to water management in a growing number of EU regions ⁽²³¹⁾. When it comes to water management and water management measures in industrialised regions, women tend to think primarily in domestic terms (i.e. reduce domestic consumption and increase household efficiency), whereas men prioritise the efficiency of irrigation systems. The fact that women are more likely to choose saving water in the domestic sphere is linked with less dedication to the agricultural sector and farm business property and less knowledge of water-allocation policies than men, which may result in women being left out of water governance, decision-making and the solutions to water scarcity ⁽²³²⁾.</p> <ul style="list-style-type: none"> • Does the policy affect social and gender inequalities in access to and use of good-quality water? • Have sex-disaggregated health-related data been used to understand the socioeconomic barriers to safe drinking water, if applicable? • Who will benefit from the new or upgraded capacity for wastewater treatment? Will women and men from different socioeconomic groups benefit to the same extent? • Will both women and men participate in any possible consultations that might be held regarding water infrastructures and water management? |

⁽²²⁹⁾ WHO Regional Office for Europe (2016), *Women's Health and Well-being in Europe: Beyond the mortality advantage* (<https://apps.who.int/iris/bitstream/handle/10665/332324/9789289051910-eng.pdf?se-quence=1&isAllowed=y>).

⁽²³⁰⁾ WHO Regional Office for Europe (2019), *Environmental Health Inequalities in Europe: Second assessment report* (<https://www.who.int/europe/publications/i/item/9789289054157>).

⁽²³¹⁾ Lafuente, R., Paneque, P. and Cañadas, J. L. (2021), 'The gender gap in water management preferences: Analyzing the influence of environmental concern and political knowledge', *Society & Natural Resources*, Vol. 34, No 11, pp. 1472–1491 (<https://doi.org/10.1080/08941920.2021.1971808>).

⁽²³²⁾ See note 235 and Jayalakshmi, D. (2023), '4. Role of women in water resource management: Emerging issues', in Cohen, P. and Janakarajan, S. (eds), *Water management in rural south India and Sri Lanka: Emerging themes and critical issues*, Collection Sciences Sociales, Institut Français de Pondichéry, Puducherry, India (<http://books.openedition.org/ifp/10085>); Global Water Partnership and UNEP-DHI (2021), *Advancing towards Gender Mainstreaming in Water Resources Management* (<https://www.gwp.org/globalassets/global/activities/act-on-sdg6/advancing-towards-gender-maintreaming-in-wrm---report.pdf>).




| KEY QUESTIONS FOR EACH ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective v. Promoting access to water and sustainable water management | |
| <div data-bbox="421 343 524 507" data-label="Image"> </div> <p>Soil quality</p> <p>Does the policy affect soil quality or result in a loss of soil carbon stocks or a decline in soil biodiversity, compaction, sealing, landslides, acidification, contamination, salinisation or erosion?</p> <p>Does it lead to a loss of available soil (e.g. through building or construction works, including land sealing) or increase the amount of usable soil (e.g. through land decontamination)?</p> <p>Does the policy lead to land use change?</p> | <p>Healthy soils are critical to agricultural productivity and climate change mitigation and resilience, and a range of ecosystem services depend on them ⁽²³³⁾. Regenerative agriculture has been found to be an important part of the solution to tackling soil degradation, favouring carbon sequestration. According to certain research evidence, soil health management practices, such as regenerative techniques, can be gendered ⁽²³⁴⁾. Nevertheless, research is still lacking in the EU context.</p> <ul style="list-style-type: none"> • Does the policy recognise any differences in sustainable agricultural practices between women farmers and men farmers, particularly those relating to soil management? • Are gender disparities in access to resources, decision-making and participation in sustainable agriculture and management considered? • Will both women and men participate in any consultations that might be held regarding agriculture, soil and land use? |

⁽²³³⁾ Gender Action (2021), *Caring for Soil Is Caring for Life*, Mission Boards No. 4 (https://h2020.genderaction.eu/wp-content/uploads/2021/07/GENDERACTION_Mission-Boards_4_Soil.pdf).


⁽²³⁴⁾ Zhang, W., Elias, M., Meinzen-Dick, R., Swallow, K., Calvo-Hernandez, C. and Nkonya, E. (2021), 'Soil health and gender: Why and how to identify the linkages', *International Journal of Agricultural Sustainability*, Vol. 19, Nos 3–4, pp. 269–87 (<https://doi.org/10.1080/14735903.2021.1906575>).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| KEY QUESTIONS FOR EACH ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective iv. Promoting climate change adaptation, risk prevention and disaster resilience | |
|  <p>Climate change adaptation</p> <p>Does the policy affect our ability to adapt to climate change? How does the policy affect our adaptative capacity, resilience or vulnerability to climate change?</p> <p>Does the policy create risks for climate resilience?</p> | <p>Because climate change is a multidimensional phenomenon, vulnerability and resilience to it depend on a wide variety of socioeconomic factors, such as disparities in income and occupational choices. The impacts of climate change and the ability to adapt to its effects are therefore highly related to social and gender inequalities. Owing to their socially constructed roles and the responsibilities attributed to them, climate change places additional burdens on women (e.g. for family and community care). Attitudes, preferences and capacities to respond to climate change vary by gender. Based on their roles within their communities, women can provide specific solutions for adaptation.</p> <ul style="list-style-type: none">• Are the impacts of climate change on women and men considered separately?• Are gender differences in vulnerability and resilience to climate change considered?• Are the different adaptive capacities of women and men assessed and reinforced?• Are gender-differentiated roles and contributions in the adaptation sectors being taken into consideration?• Are differences in traditional patterns taken into account in the response systems? (Men in the professional sphere; women in the private sphere – with women often caring for others and also needing to take care of their dependants during a disaster.)• Will both women and men participate in any possible consultations that might be held regarding disaster risk management and climate change adaptation? |



| KEY QUESTIONS FOR EACH ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objectives i. Promoting energy efficiency measures and ii. Promoting renewable energies | |
|  <p>Energy and mitigation</p> <p>Does the policy contribute to the achievement of the 2030 climate target of reducing net greenhouse gas emissions by at least 55 % and the objective of climate neutrality by 2050?</p> <p>Does the policy allow carbon removals to be increased or carbon stocks to be preserved?</p> <p>With a view to achieving climate neutrality (i.e. the equalisation of emissions and removals of greenhouse gases) by 2050, does the policy ensure that no additional carbon lock-in is created?</p> | <p>Women and men contribute differently to the causes of climate change. Individual carbon footprints are a product of gendered roles, responsibilities and identities. In everyday life, women and men make different choices in terms of mobility, energy use, consumption options and sustainable behaviours, which contribute differently to greenhouse gas emissions and savings.</p> <ul style="list-style-type: none"> • Are women's and men's contributions to the production and reduction of emissions – through their decisions on energy use, choice of mobility and consumption behaviours – being considered? • Can other sociodemographic characteristics, such as age, socioeconomic status and education, influence these choices? • How will measures to improve energy efficiency and promote renewable energies affect women and men, and their diverse groups? Is there likely to be a difference? • Does the policy consider women as agents of climate action and build on their specific capacities to mobilise their communities and lead behavioural changes towards net-zero emissions? • Will both women and men participate in any possible consultations that might be held regarding energy or mobility infrastructures? |


Box 36. Example: women in sustainable farming

A study by Oxfam France ⁽²³⁵⁾, based on statistics from the Ministry of Agriculture relating to metropolitan France, shows that women farmers are more involved in sustainable and climate-friendly practices and head up organic farming initiatives more often than men. Their vulnerability and adaptive capacities in the face of climate change are linked to the types of crops they grow, as well as to inequalities in income and access to climate finance, and these key elements are not sufficiently taken into consideration at the national policy level. Among other recommendations, the study points out the importance of producing sex-disaggregated data as a requirement to be executed by the EU CAP and transposed into the agriculture policies of Member States.

⁽²³⁵⁾ Oxfam France (2023), *Agriculture: Les inégalités sont dans le pré* (https://www.oxfamfrance.org/wp-content/uploads/2023/02/Oxfam_mediabrief_agriculture_vdef.pdf).



4. How to implement a gender-responsive EU evaluation for a sustainable future for all: practical tools

| KEY QUESTIONS FOR EACH ENVIRONMENTAL FACTOR | GENDER CONSIDERATIONS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific objective vi. Promoting the transition to a circular economy and resource-efficient economy | |
| <div style="text-align: center;">  </div> <p>Efficient use of resources, waste production and recycling, circular economy</p> <p>Does the policy affect the production of waste or how waste is treated, disposed of or recycled?</p> <p>Does the policy lead to verifiable additional sustainable production and consumption?</p> <p>Does the policy change the relative prices of environmentally (un)friendly products?</p> <p>Does the policy promote or restrict environmentally (un)friendly goods and services?</p> | <p>Gender dynamics can influence the way in which resources are used and waste is managed. Women’s and men’s distinct roles and responsibilities within societies, communities and households can affect patterns of resource consumption and waste production. Women and groups in situations of vulnerability are often over-represented in informal sectors – and waste management is no exception, including in Europe ⁽²³⁶⁾.</p> <p>The circular economy offers an alternative economic model, changing current production and consumption patterns, to create more sustainable, comprehensive and just systemic solutions ⁽²³⁷⁾. Women tend to be more represented in lower-value, informal and end-of-pipe activities within the circular economy, such as recycling and waste management ⁽²³⁸⁾. Their involvement in higher value-added circular activities, which often involve advanced technologies, is comparatively lower ⁽²³⁹⁾. Improving women’s participation in decision-making could boost circular economy advancements and the transition to more sustainable practices.</p> <ul style="list-style-type: none"> • Is consideration given to the specific waste production patterns of women and men? • Does the intervention recognise and account for the different roles and responsibilities of women and men in waste production and management, and recycling? • Does the policy provide adequate analysis of informal waste management? Does it recognise the contributions and rights of women and men engaged in the informal waste picking and recycling sectors? • Is the intersection of gender with other factors and conditions (migrant background, disability, socio-economic disadvantage, etc.) considered? • Are gender disparities in entrepreneurship, leadership and access to resources within the green and circular economy considered? • Does the policy encourage the inclusion of women-owned businesses in green procurement and supply chains? Does it promote gender-responsive criteria and considerations in public and private sector procurement processes to foster women’s participation in green business opportunities? |


⁽²³⁶⁾ Wegmann, V. (2023), *Waste Management in Europe, European Federation of Public Service Unions* (https://www.epsu.org/sites/default/files/article/files/Waste%20Management%20in%20Europe_EN_1.pdf).

⁽²³⁷⁾ Schröder, P., Lemille, A. and Desmond, P. (2020) ‘Making the circular economy work for human development’, *Resources, Conservation and Recycling*, Vol. 156, 104686 (<https://doi.org/10.1016/j.resconrec.2020.104686>).

⁽²³⁸⁾ Albaladejo, M., Arribas, V. and Mirazo, P. (2022), ‘Why adopting a gender-inclusive approach towards circular economy matters’, *Industrial Analytics Platform* (<https://iap.unido.org/articles/why-adopting-gender-inclusive-approach-towards-circular-economy-matters>).

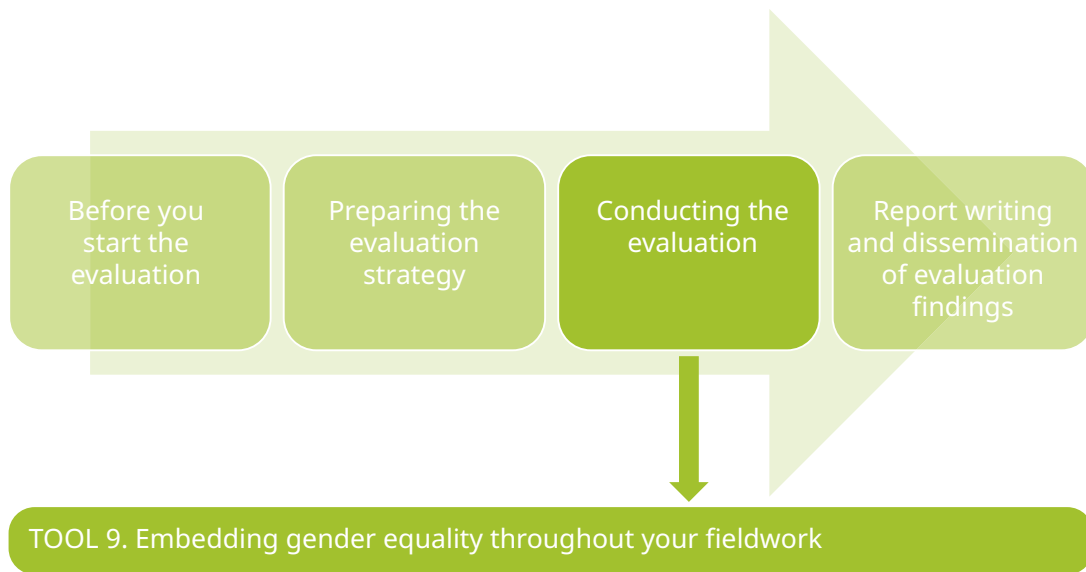
⁽²³⁹⁾ Albaladejo, M., Arribas, V. and Mirazo, P. (2022), ‘Why adopting a gender-inclusive approach towards circular economy matters’, *Industrial Analytics Platform* (<https://iap.unido.org/articles/why-adopting-gender-inclusive-approach-towards-circular-economy-matters>).

**Box 37. End-of-phase checklist: preparing the evaluation strategy**

|  As you prepare your evaluation strategy, make sure you: | YES | NO |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Establish an evaluation team that includes gender and environmental expertise, ensuring a balanced representation of women and men in all their diversity, including cultural backgrounds and geographic perspectives. | | |
| Include gender and environmental requirements in the terms of reference when collaborating with external contractors for the evaluation. | | |
| Include gender-responsive evaluation (sub)questions in as many criteria as possible. | | |
| Design a set of indicators, including output, result/outcome and impact metrics, that incorporate a gender perspective, along with those on environmental sustainability. | | |
| Prepare a gender-responsive evaluation matrix. | | |
| Familiarise yourself with, and take steps to adopt in your evaluation, an (eco)feminist approach that recognises the interconnectedness of social, environmental and gender equality aspects and seeks to address and challenge the hierarchies and power imbalances that perpetuate gender inequalities and the exploitation of nature. | | |
| Integrate gender equality concerns in the context of the green transition in mixed data collection methods. | | |
| Use data disaggregated by sex and other intersecting characteristics for your evaluation. | | |
| Conduct a gender-responsive stakeholder analysis that involves stakeholders directly affected by the intervention. | | |
| Identify and assess the pertinent gender impacts of the intervention under evaluation across various dimensions relevant to gender equality in the context of the European Green Deal. | | |
| Assess the extent to which the intervention has mainstreamed gender in its design, budget, implementation and monitoring processes. | | |
| Plan and implement gender-responsive strategic foresight that incorporates gender expertise into your team, as well as the collection and analysis of disaggregated data by sex and other intersecting characteristics, and participatory approaches that involve the representation of various perspectives. | | |
| Select environmental factors that are potentially affected by the intervention and analyse them through a gender lens. | | |
| As you prepare your evaluation strategy, make sure you avoid the following mistakes. | | |
| <ul style="list-style-type: none"> ✓ Do not assume that, because the intervention logic of the intervention under evaluation is gender-unaware, you do not need to assess gender impacts in the context of your evaluation. ✓ Do not assume that gender and environmental expertise, along with gender, cultural and geographical balance, are not applicable when collaborating with external contractors. ✓ Do not strive to find a single person who possesses expertise in evaluations, gender-responsive evaluation and environmental evaluation. Instead, strive to include diverse profiles within your team to ensure comprehensive coverage of all of the aspects involved. ✓ Do not limit gender equality and environmental sustainability for all to one or two evaluation criteria. Instead, try to ensure that they are covered across all the evaluation criteria, questions and subquestions. | | |



CONDUCTING THE EVALUATION



TOOL 9. Embedding gender equality throughout your fieldwork



While evaluation fieldwork enables you to gather vital data to assess intersectional gender impacts, the lessons learned from gender-responsive and intersectional evaluations also highlight the importance of embedding gender equality

throughout all aspects of fieldwork. This tool will allow you to reflect on how you can ensure that the process of data collection itself embodies gender equality and an intersectional approach.

Box 38. How to embed gender equality throughout the fieldwork period: practical advice ⁽²⁴⁰⁾



Question and address your own assumptions and biases. Throughout the process of designing and carrying out fieldwork, the evaluation team should consider how their own personal biases and perspectives may be influencing their decisions and approach, and should provide a space (e.g. in team meetings) for these to be openly explored and addressed.

Include local expertise. Where the evaluation team is unfamiliar with the local environment in which data will be collected, it can be useful to identify local gender experts to help prepare for data collection, to ensure that contexts and cultures are given appropriate consideration.

⁽²⁴⁰⁾Lumsden, K. (2020), *Reflexivity: Theory, method, and practice*, Routledge, London; UNEG (2014), 'Integrating human rights and gender equality in evaluation – Towards UNEG guidance' (<http://www.uneval.org/document/detail/980>); UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).



Use gender-sensitive language. It is important to ensure that gender-sensitive language is used throughout all interactions with stakeholders and participants, as well as in all reporting. This includes using gender-sensitive language not only in face-to-face or virtual conversations, but also in the invitations to participate, in the information provided about the evaluation and how to participate to enable informed consent, and in all data collection tools, such as interview topic guides or surveys.

Designate the right people to conduct the fieldwork. Those who collect data need the skills and contextual knowledge to do so effectively and respectfully. It may sometimes be advisable for fieldwork to be conducted by someone of the same gender as the participant, to both facilitate access and reduce risks to participants and researchers. Group-based methods, such as focus groups and workshop discussions, require a skilled facilitator to manage group dynamics and enable full participation from all stakeholders, including those most at risk of marginalisation.

Include a balanced representation of women and men. Careful sampling is needed to ensure that women and men are adequately represented among evaluation participants.

Strive to go further than 'doing no harm' by providing a positive and meaningful experience of participation. Feminist evaluators are among those at the forefront of work examining how power influences knowledge construction. An important lesson from this work is that, while more collaborative approaches can bring significant benefits to evaluations and participants alike, they can also, paradoxically, risk disappointment and disillusionment when collaborative relationships end. Transparency about the nature of participation, while respecting and upholding the dignity of participants at all times, is key to providing a positive and meaningful experience of participation.

**Box 39. How to carry out data collection: specific guidance** ⁽²⁴¹⁾

When developing data collection tools, it is useful to include specific questions to explore participants' views and experiences of gender equality, intersecting inequalities and power dynamics in the context under evaluation.

It is important to anticipate and have plans in place to address the risks involved in discussing these issues, which may be highly personal and sensitive for participants. These may include, for example, having ready a list of helplines or local support services.



Develop tools that interrogate gender and intersectional inequalities and power dynamics

While in-person data collection may support the building of rapport between data collectors and participants, it can also be more burdensome and costly for evaluation teams.

Online data collection can help you extend your reach to locations that are difficult to access and enable those with caring responsibilities at home to participate. At the same time, it may also be a barrier to participation among those who are less computer-literate or have limited internet connectivity (e.g. some older women and those living in rural areas).



Assess the relative benefits of in-person versus online data collection

A gender-balanced sample of participants, across groups, should be sought wherever this is methodologically and practically feasible. For populations in which a particular gender is under-represented, gender-balanced participant samples can enable the amplification of marginalised voices.

Consider what steps you can take to address barriers to participation for those who are most marginalised because of a range of intersecting disadvantages, to avoid gender and other forms of bias in the data collected. You can, for example, ensure that recruitment materials are fully accessible and transparent about what participation involves and why it matters.



Ensure equitable sampling

Data collection plans should be reasonably flexible, to adapt to new information and the unforeseen realities of fieldwork.

Consider how you can ring-fence time throughout the fieldwork period for regular reflection on emerging issues. These might include, for example, ethical dilemmas, respondent availability, or socio-economic, political and environmental changes.



Continuously reflect on and adapt to emerging issues

Box 40. Example of a study assessing gender equality and the role of women in decarbonising transport ⁽²⁴²⁾

A 2022 study assessing gender equality and the role of women in decarbonising transport conducted in-depth one-to-one interviews with individuals from four International Transport Forum member countries and two International Transport Forum Corporate Partnership Board

⁽²⁴¹⁾ UNEG (2014), 'Integrating human rights and gender equality in evaluation – Towards UNEG guidance' (<http://www.uneval.org/document/detail/980>); UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>); Wray, J. and Barrett, D. (2022), 'In the room where it happens: In-person or remote data collection in qualitative research?', *Evidence-Based Nursing*, Vol. 25, No 2 (<https://doi.org/10.1136/eb-nurs-2022-103535>).

⁽²⁴²⁾ International Transport Forum (2022), *Gender equality and the role of women in decarbonising transport* (<https://www.itf-oecd.org/sites/default/files/docs/gender-equality-women-decarbonising-transport.pdf>).



members, as well as drawing on existing data. The researchers included specific questions to understand participants' views and experiences of gender equality in their interview guide. These included the following.

- Could you tell me if (and, if so, how) the concept of gender equality has been applied to sustainable transport initiatives or transport policies in general in your country? (Prompt: are there measures to improve gender equality in the transport sector?)
- Is there capacity within your ministry to implement relevant guidelines on gender equality and decarbonising transport?
- What are some of the policies that have been successful in ensuring gender equality and decarbonising transport in your country?
- What do you think your government should be doing differently to improve gender equality and decarbonise transport?

Asking these gender-focused questions enabled the study to identify the following five key barriers contributing to gender imbalance and the under-representation of women in the transport sector:

- 1) persistent gendered stereotyping and occupational segregation, resulting in women being under-represented in STEM-based roles and driving positions,
- 2) discriminatory workplace cultures, including the risk of harassment and violence,
- 3) limited access to flexible working and childcare, hindering women's ability to remain in the workforce,
- 4) the presence of a glass ceiling that restricts career progression and leadership opportunities,
- 5) the need for an intersectional approach to gender, acknowledging the interconnected issues of diversity encompassing racial, sexual and socioeconomic equality.

Box 41. Example of a study assessing the gender dimensions of electric transport ⁽²⁴³⁾



A 2019 assessment of the gender dimensions of electric mobility and vehicle preferences in the Nordic region collected sex-disaggregated data through a survey, interviews and focus groups.

The survey questionnaire asked about basic demographics (sex, age, education, occupation, political affiliation, environmental values and household characteristics such as number of children and income). Interviews were conducted with experts who represented a diverse (but not representative) range of stakeholders involved in transportation, energy and the environment. The sample was skewed towards men, with the authors explaining this with reference to gender imbalances within the commercial, consulting and research communities.


Out of eight focus groups, one was conducted with only men and one with only women to examine how gender affects the use of electric vehicles. This resulted from reflections on gendered issues in the initial focus groups, which prompted the research team to revise its fieldwork strategy to facilitate detailed discussions about gender.

⁽²⁴³⁾ Sovacool, B. K., Kester, J., Noel, L. and Zarazua de Rubens, G. (2019), 'Are electric vehicles masculinized? Gender, identity, and environmental values in Nordic transport practices and vehicle-to-grid (V2G) preferences', *Transportation Research Part D: Transport and Environment*, Vol. 72, pp. 187–202 (<https://doi.org/10.1016/j.trd.2019.04.013>).



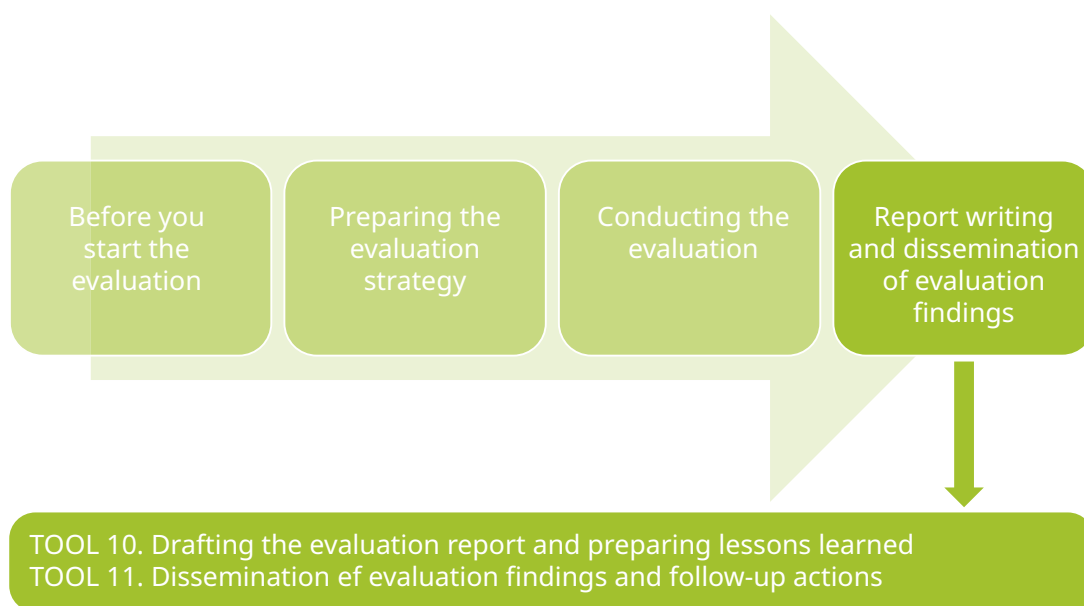
The researchers tested hypotheses concerning gender differences in attitudes to electric mobility, exploring the complex social dynamics behind the adoption of electric vehicles. The assessment found that women had stronger preferences for environmentally friendly and safe vehicles, which may have useful implications for the development of policy strategies on the adoption of electric vehicles.

Box 42. End-of-phase checklist: conducting the evaluation

|  Before you start the fieldwork for your evaluation, make sure you: | YES | NO |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Question and address the assumptions and biases that may influence your decisions and approach during the process of designing and carrying out the fieldwork. | | |
| Identify and include local gender experts to help prepare for data collection. | | |
| Use gender-sensitive language throughout all interactions with stakeholders and participants and in all reporting. | | |
| Designate people with the skills and contextual knowledge to conduct the fieldwork effectively and respectfully. | | |
| Strive to provide a positive and meaningful experience of participation to individuals by being transparent about the nature of participation, as well as respecting and upholding the dignity of the participants. | | |
| Include specific questions in data collection tools that explore participants' views and experiences of gender equality, intersecting inequalities and power dynamics in the context under evaluation. | | |
| Anticipate and put in place plans to address the risks involved in discussing issues that may be highly personal and sensitive for participants. | | |
| Assess the relative benefits of in-person versus virtual data collection. | | |
| Seek a gender-balanced sample of participants across groups. | | |
| Assess the need to match the gender of the interviewer and interviewee, or to host mixed or gender-segregated discussion groups. | | |
| Address barriers to participation in data collection for those who are most marginalised. | | |
| Ensure that there is a reasonable degree of flexibility in your data collection plans to adapt to new information and the unforeseen realities of fieldwork. | | |
| Before you conduct the evaluation, make sure you avoid the following mistakes. | | |
| <ul style="list-style-type: none"> ✓ Do not assume that you are immune from making assumptions and gender biases. ✓ Do not assume that having an outsider reading about the context is sufficient to guarantee appropriate consideration of cultures. Understanding and respecting the intricacies of contexts requires more profound engagement and direct involvement with the communities and stakeholders involved. ✓ Do not assume that a positive experience of participation can be ensured solely by relying on consultation without addressing underlying power imbalances. ✓ Do not overlook the barriers to participation encountered by marginalised women and men, as this may lead to the exclusion of their voices and experiences, ultimately resulting in an incomplete understanding of the context under evaluation. | | |



REPORT WRITING AND DISSEMINATION OF EVALUATION FINDINGS



TOOL 10. Drafting the evaluation report and preparing lessons learned



This tool will support you in preparing evaluation reports that incorporate a gender perspective, account for the gender impacts found during the evaluation process, and prepare gender-responsive recommendations and lessons learned for future interventions. The tool will be useful for those in the Commission services who are drafting an evaluation report in the form of a staff working document and for external contractors preparing an evaluation or supporting study report. This tool complements tool #49 from the 'Better regulation' toolbox on the format of the evaluation report ⁽²⁴⁴⁾.

This tool has three steps:

- 1) reporting on the gender impacts of the evaluated intervention,
- 2) preparing the recommendations and lessons learned,
- 3) drafting the evaluation report.

The evaluation report is the key document informing stakeholders and policymakers of what has been achieved (or not) and the lessons learned, in narrative form. As evaluation reports serve as the basis for new policy initiatives or follow-up actions, such as the revision of legislation, it is crucial to ensure that these reports account for gender impacts and provide gender-responsive lessons learned.

Box 43. The EU 'evaluate first' principle



Evaluating and assessing the gender impacts of an intervention is not the end goal of gender mainstreaming – it is one of the moments at which a gender perspective can be introduced or brought back into the policy cycle.

⁽²⁴⁴⁾ European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).



In line with the EU's 'evaluation first' principle⁽²⁴⁵⁾, assessing the impacts of interventions on gender equality can be used to **support better planning of future interventions that will promote gender equality**, as well as ensuring that they are implemented in a gender-responsive manner and avoid perpetuating the negative gender impacts of previous interventions.

Step 1. Reporting on the gender impacts of the evaluated intervention

In this step, you should answer all the gender-responsive questions and how the intervention has (or has not) contributed to gender equality.

⇒ Consult [Box 44](#) for specific guidance on reporting gender impacts in the evaluation report.

Box 44. How to report on gender impacts



When writing your evaluation report on gender impacts, consider how you can account for your findings to ensure that gender inequalities and differentiated gender impacts are visible.

YES

NO

Does your evaluation report include findings on the intervention's impacts on gender equality? Did you include both the positive and negative impacts found?

⇒ If needed, you can prioritise the most crucial gender impacts identified and cross-reference additional analysis and documentation presented in annexes.

Have you integrated the gender-related findings throughout your report?

⇒ While it is sometimes valuable to present separate sections on the impacts on gender equality, consider how you can introduce the findings as you reply to the evaluation questions for each criterion.

Are you using sex-disaggregated data, gender statistics and other available data that are broken down by other characteristics to account for the findings? Are you using gender-sensitive language?

⇒ Think about how you can visualise the data using the following.


- **Gender-responsive data visualisation.** As data analysis and visualisation are not gender neutral, data may need to be presented in many ways. Even if the visualisation aims to raise awareness about inequalities, designs should still clarify differences within groups. This helps to illustrate heterogeneity and prevents stereotyping⁽²⁴⁶⁾. Use visualisations that highlight within-group variability (e.g. jitter plots, prediction intervals) and avoid graphs that capture the average outcomes of groups (e.g. bar charts, dot plots).
- **Rich picture (or mind map).** This approach aims to visualise the intervention system, the results of the evaluation and recommended measures. Using it can help stakeholders think through how the overall system will be affected by the proposed changes, including those related to gender equality⁽²⁴⁷⁾.

⁽²⁴⁵⁾ As per the 'evaluate first' principle, the Commission commits to evaluating existing EU interventions before bringing forward changes or new proposals in the same area. European Commission(2021), Commission staff working document – Better regulation guidelines, SWD(2021) 305 final.

⁽²⁴⁶⁾ 3iap (n.d.), ' "Dispersion & Disparity" research project results' (<https://3iap.com/dispersion-disparity-equity-centered-data-visualization-research-project-Wi-58RCVQNSz6ypjoIoqOQ/>).

⁽²⁴⁷⁾ UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).



|  When writing your evaluation report on gender impacts, consider how you can account for your findings to ensure that gender inequalities and differentiated gender impacts are visible. | YES | NO |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| <p>If you are working with external contractors to conduct the evaluation or a supporting study, are they delivering reports that adopt a gender perspective and account for the gender equality impacts found?</p> <p>⇒ Request that external contractors do so. Such requirements should be explicitly included in the terms of reference to ensure that this is achieved. See more in Box 7 and Box 15 on technical specifications and GRPP, respectively.</p> | | |

Step 2. Preparing the recommendations and lessons learned

The findings of your evaluation will support the drafting of **gender-responsive lessons learned**

that will inform future interventions. These lessons learned should be based on what worked well, so that future interventions can sustain positive gender impacts, and what can be improved, to prevent negative gender impacts in future.

Box 45. Negative gender impacts



⇒ Refresh your memory on what negative gender impacts are, using [TOOL 1](#).

Certain negative gender impacts, direct or indirect, are explicitly prohibited on the basis of the **EU legal framework** ⁽²⁴⁸⁾. Negative impacts leading to discrimination based on sex, among other grounds ⁽²⁴⁹⁾, are prohibited under Article 21 of the Charter of Fundamental Rights. In addition to this, the EU has adopted eight directives covering equality between women and men – in the workplace ⁽²⁵⁰⁾, in self-employment ⁽²⁵¹⁾, in access to goods and services ⁽²⁵²⁾, in social security ⁽²⁵³⁾, in pregnancy and maternity ⁽²⁵⁴⁾, on family-related leave and flexible working arrangements for parents and carers ⁽²⁵⁵⁾, in decision-making ⁽²⁵⁶⁾ and on pay transparency ⁽²⁵⁷⁾ – that must also be respected.

⁽²⁴⁸⁾ Art. 157, Treaty on the Functioning of the European Union.

⁽²⁴⁹⁾ They include sexual orientation, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability and age.

⁽²⁵⁰⁾ Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment for men and women in matters of employment and occupation (recast).

⁽²⁵¹⁾ Directive 2010/41/EU of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive 86/613/EEC.

⁽²⁵²⁾ Council Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services.

⁽²⁵³⁾ Council Directive 79/7/EEC of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security.

⁽²⁵⁴⁾ Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (tenth individual Directive within the meaning of Article 16 (1) of Directive 89/391/EEC).

⁽²⁵⁵⁾ Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on work–life balance for parents and carers and repealing Council Directive 2010/18/EU.

⁽²⁵⁶⁾ Directive (EU) 2022/2381 of the European Parliament and of the Council of 23 November 2022 on improving the gender balance among directors of listed companies and related measures.

⁽²⁵⁷⁾ Directive (EU) 2023/970 of the European Parliament and of the Council of 10 May 2023 to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms.



The first step is to develop recommendations to address the negative gender impacts identified, including recommendations for changes to the

intervention design, implementation, budget, and monitoring and evaluation processes.

Box 46. How to address negative gender impacts in recommendations



Examples of possible changes to the evaluated intervention to inform future actions could include redesigning the intervention to accommodate new gender equality objectives, introducing specific (targeted) actions to close the negative gender impacts or gaps, redistributing resources to target unreached beneficiaries or providing gender training for the team.

Questions to consider when developing recommendations to address negative gender impacts

- How can the intervention be redesigned or adjusted to reduce the negative gender impacts identified during the assessment?
- Are there specific actions or measures that can be implemented to ensure equal access to resources, benefits and decision-making power for both women and men in all their diversity?
- How can the implementation process be modified to address negative gender impacts in a future intervention?
- Are there opportunities to enhance women’s empowerment and promote gender equality within the intervention? What steps could a future intervention take to expand those opportunities?
- What targeted measures or actions could a future intervention take to address the specific challenges or barriers faced by women and men, and specifically those from marginalised groups within the area of intervention?
- How can data collection and monitoring systems be improved to track the impact of the intervention on different groups and ensure accountability for addressing negative gender impacts?
- How can budgetary resources be restructured to address or prevent negative gender impacts?
- What communication and awareness-raising strategies can be employed to promote a gender-sensitive approach and foster community support for a future intervention?
- How can lessons learned from similar interventions or good practices in gender mainstreaming be applied to minimise negative gender impacts in a future intervention?

⇒ **But let’s go a step further!** Interventions should not only avoid discrimination – they should take steps to promote gender equality. Thus, the gender impacts of the intervention you are evaluating can also help you decide on the response.

This can ensure not only that negative gender impacts are correct but that the intervention contributes to gender equality. For an example of this, see [Box 47](#).

**Box 47. Example: a policy promoting positive gender impacts (pension reform)**

A reform of the pension system should not only formally ensure equal treatment for women and men in matters of social security, but also take action to address the existing **gender pension gap**. The pension gender gap results from an accumulation of gender inequalities over the course of a woman's life. These include women's lower lifetime earnings, smaller or interrupted social security contributions due to caring responsibilities and pregnancy, and women's greater likelihood of working part-time ⁽²⁵⁸⁾.

While a pension reform cannot correct all of these factors, its design should, **as a minimum**, avoid increasing gender inequalities – for instance, by not stopping contributions during periods of maternity and parental leave and by ensuring that women receive, on divorce, a fair share of the retirement benefit entitlements accumulated within their former relationship ⁽²⁵⁹⁾.

At best, the design of a pension plan should reduce the impact that existing gender inequalities can have on the retirement benefits women will receive – for instance, by relaxing eligibility criteria, providing more flexibility in the contributions plan, accounting for women's longer life expectancy, implementing automatic enrolment and providing financial incentives for women to join and save in their plans ⁽²⁶⁰⁾.

For example, Spain has taken steps in recent years to modify the conditions for calculating the retirement pension of part-time workers after it was found that they indirectly discriminated against women – in 2019, 74 % of part-time workers in Spain were women ⁽²⁶¹⁾. Previous calculation rules resulted in part-time workers working double or more days to reach the same level of 'contributed period' as a full-time worker. Recent reforms establish that a part-time workday will compute as a full-time working day when calculating the contributed period. Other policy actions to tackle the gender pension gap in Spain include measures to provide coverage to women with gaps in their contributions and a specific supplement for women (and men) who have had children and had to interrupt their professional careers ⁽²⁶²⁾.

Some common flaws in the design and implementation of interventions can have a negative impact on gender equality, such as a lack of data, a lack of specific gender expertise in the team

and a lack of consultation with relevant gender stakeholders. Consider the specific strategies in [Box 48](#) to help you address these common flaws in future interventions.

⁽²⁵⁸⁾ EIGE (2015), 'Gender gap in pensions in the EU – Research note to the Latvian Presidency' (<https://www.lamoncloa.gob.es/serviciosdepremsa/notaspremsa/inclusion/Paginas/2023/170323-pensiones.aspx>).

⁽²⁵⁹⁾ OECD (2021), 'Governments need to address the gender gap in retirement savings arrangements' (<https://www.oecd.org/finance/private-pensions/governments-need-to-address-the-gender-gap-in-retirement-savings-arrangements.htm>).

⁽²⁶⁰⁾ OECD (2021), 'Governments need to address the gender gap in retirement savings arrangements' (<https://www.oecd.org/finance/private-pensions/governments-need-to-address-the-gender-gap-in-retirement-savings-arrangements.htm>).

⁽²⁶¹⁾ Devesa Carpio, E., Devesa Carpio, M., Domínguez Fabián, I., Encinas Goenechea, B. and Meneu Gaya, R. (2023), 'Part-time work and retirement in Spain, towards a system without gender discrimination', *International Journal of Discrimination and the Law*, Vol. 23, No 3, pp. 216–239.

⁽²⁶²⁾ La Moncloa (2023), 'Reforma de las pensiones: ¿cuáles son sus claves y a quién beneficia?' (<https://www.lamoncloa.gob.es/serviciosdepremsa/notaspremsa/inclusion/Paginas/2023/170323-pensiones.aspx>); La Moncloa (2023), 'El Gobierno aprueba la reforma del sistema público de pensiones y garantiza su poder adquisitivo' (<https://www.lamoncloa.gob.es/consejodeministros/resumenes/Paginas/2023/160323-rp-cministros-extraordinario.aspx>); Seguridad Social (n.d.), 'Complemento para la reducción de la brecha de género' (<https://www.seg-social.es/wps/portal/wss/internet/Trabajadores/PrestacionesPensionesTrabajadores/4c-43ce49-6636-4a12-bacf-5e6697eb81da>).



Box 48. Actions to take to ensure future interventions are gender-responsive



⇒ **Address gaps in the data.** You should address data gaps, as this is an important step in ensuring that decision-makers have access to all the information they need to make informed decisions regarding the potential negative gender impacts of interventions on different groups and how to address them. Where data are not available, it may be necessary to conduct additional research or data collection to fill these gaps. However, further research may not always be feasible – a targeted consultation with relevant stakeholders may be a possible alternative. **Consider the following questions.**

- How can existing data be analysed to provide insights into the negative gender impacts of the intervention? For example, consider how you can add different levels of disaggregation beyond sex (e.g. urban/rural populations, income groups, migration status) to your data to identify the most negatively affected groups.
- What specific data gaps exist with regard to the negative gender impacts of the intervention on women and men and their different groups? How can additional data be collected to fill these gaps?
- How can gender-responsive data collection methods be used to collect and analyse sex-disaggregated data? For example, consider the use of mixed methods to collect data, including both quantitative (e.g. surveys) and qualitative (e.g. focus group discussions, interviews) methods. For your chosen methods, consider whether or not your sample reflects the diversity of stakeholders within the intervention.

See [TOOL 5](#) for further guidance on how to address data gaps.

⇒ **Involve relevant gender expertise and provide gender training.** You should involve members of intervention team with gender expertise to help identify data, stakeholders, problems, policy alternatives, significant impacts and mitigating measures that might otherwise be missed. You should also consider providing training on gender equality and gender mainstreaming to prevent negative gender impacts due to a lack of technical capacity. **Consider the following questions.**

- What was the gender expertise of those involved in the design or implementation team?
- Who can be included to fill the gender expertise gaps?
- What are the gender training needs of the team involved?

See [TOOL 3](#) for assistance on how to incorporate gender expertise into your team.

⇒ **Engage with stakeholders.** You should identify and consult with those stakeholders for whom there may be negative impacts, as this may help to anticipate resistance and point to mitigating measures to reduce the negative impacts. You should ensure the participation of individuals and organisations with different perspectives, including women and men, as well as people from under-represented groups. **Consider the following questions.**

- Who are the relevant stakeholders? What are their perspectives on the negative gender impacts identified? According to them, what are the negative gender impacts of the intervention?
- How can stakeholders' input be incorporated into a future intervention?
- What strategies can be employed to actively involve women and men from marginalised groups in the planning, implementation and monitoring of the intervention?



- What are the best practices for engaging stakeholders with different perspectives on gender and intersecting inequalities?
- Can capacity-building initiatives be implemented to raise awareness and understanding of gender issues among stakeholders involved in the intervention?

See [TOOL 5](#) for guidance on how to better engage and involve stakeholders.

Now that you have reflected on the negative gender impacts and the gender gaps that future interventions could help bridge, consider the

step-by-step advice of [Box 49](#) to help you draft gender-responsive recommendations and lessons learned.

Box 49. How to draft gender-responsive recommendations and lessons learned



When drafting gender-responsive lessons learned in evaluations, consider the following questions.

- How can the findings of the evaluation be used to inform gender-responsive recommendations?
- How can the negative impacts and gaps identified be addressed in future interventions?
- If the intervention under evaluation is going to be revised, what changes should be implemented to ensure that it promotes gender equality?

Integrate the gender-responsive lessons learned into the broader set of conclusions and recommendations emerging from your evaluation.



1) Think about how a future intervention could avoid negative impacts and actively promote gender equality. Consider how the recommendations emerging from your evaluation can cover all dimensions of possible gender impacts. Relate each of the gender-related findings/conclusions to specific recommendations.
You can review the different dimensions of gender impacts in [TOOL 6](#) and follow the strategies proposed in Step 2 of this tool.



2) Think about how the mainstreaming of gender equality could be improved in a future/revised intervention. Refresh your memory of Step 2 of [TOOL 6](#) to identify future opportunities to conduct gender mainstreaming.



3) Include specific and actionable recommendations on gender equality that address particular stakeholders and decision-makers. Explain to each duty-bearer what changes they need to implement to advance gender equality and implement gender mainstreaming, in line with their obligations. Consider indicating the level of priority for each recommendation and the timeline for implementing each recommendation.



4) Relate the lessons learned and recommendations to the gender equality commitments and goals of your organisation and those found in European or national strategies.



5) Consult the demands of other stakeholders (Civil society organisations, gender experts, etc.) to inform recommendations that support transformative change for gender equality beyond what decision-makers/duty-bearers have already committed to.





6) Given that all EU evaluations need to explore and suggest how to simplify and cut burdens in line with the REFIT⁽²⁶³⁾ programme, make sure your recommendations do not put at risk present and future achievements in gender equality and gender mainstreaming in EU policymaking, such as specific funding for gender equality or the collection of sex-disaggregated data in EU-funded programmes and projects.



7) To ensure that the lessons learned and recommendations reach the political level, disseminate the findings and recommendations to the relevant stakeholders and decision-makers. For help on this, see [TOOL 11](#).

The following boxes provide examples of gender-responsive recommendations provided in a real evaluation ([Box 50](#)) and a fictional evaluation ([Box 51](#)).

Box 50. Real example: impact of a power plant on women and gender-responsive recommendations



The organisations that conducted an evaluation and (eco)feminist cost-benefit analysis of the Sendou I coal-fired power plant in Senegal (see [Box 16](#)) prepared conclusions and recommendations addressed to the AfDB – the organisation that sponsored the project⁽²⁶⁴⁾.

Finding. The AfDB's gender policy, strategy and evaluation framework was wholly undermined by the Sendou I project processes.

The disastrous implications of Sendou I for women's property rights and land tenure security, which violate the AfDB's gender strategy's fundamental pillars, are a basis for major concern. In addition, the destructive impacts on women's health and livelihoods violate the bank's gender policy commitment to improve women's health. By flouting the AfDB's gender policy and strategy priorities, the bank is deepening women's poverty and societal exclusion.

Our impact evaluation has clearly indicated that the Sendou I project personnel did not undertake a gender analysis. They did not produce gender-disaggregated data – which the AfDB's gender strategy commits to collecting – to inform project design and implementation. The result of this is that the particular impacts on women have never been identified and/or responded to by the AfDB, the project promoters or Senegal's government. Likewise, according to our (eco)feminist assessment, the gendered impacts and implications of Sendou I regarding key standards relating to women's economic empowerment are in violation of the AfDB's guiding principles.

The complete lack of gender baseline and monitoring data undermines the bank's ability to measure and monitor project changes that have similar and/or differential impacts on women's and men's rights and livelihoods. This (eco)feminist impact assessment underlines the disastrous impacts of neglecting to collect gender-sensitive baseline and monitoring data.

Recommendation I. For accountability and transparency, the AfDB should engage in a full community consultation process that includes the Khelkom women, and not only women se-

⁽²⁶³⁾ REFIT is the European Commission's regulatory fitness and performance programme (see https://commission.europa.eu/law/law-making-process/evaluating-and-improving-existing-laws/refit-making-eu-law-simpler-less-costly-and-future-proof_en).

⁽²⁶⁴⁾ Randriamaro, Z., LSD, WoMin and Gender Action (2019), *Women Stand Their Ground against Big Coal: The AfDB Sendou Plant impacts on women in a time of climate crisis* (https://womin.africa/wp-content/uploads/2021/05/Women-Stand-Their-Ground_Senegal-Coal-Report_English.pdf), pp. 41-42, 44-45.



lected by the local authorities and the project promoters in Bargny. This would allow the AfDB to listen directly to community and women's unmediated views about Sendou I and its impacts, and listen to local people's recommendations for remedy and compensation. At the minimum, there should be full compensation for land rights lost, livelihoods eroded, health conditions worsened, increases in women's unpaid labour burdens and a range of social stresses.

Recommendation II. The AfDB should, without delay, take this minimum and necessary step: develop an adequate women's rights – with a strong environmental lens – impact assessment and monitoring and evaluation framework for all projects it considers supporting. If the AfDB does not have the capacity to support the implementation of its own policies, guidelines and frameworks, including a more comprehensive women's rights impact assessment and monitoring and evaluation framework, then projects should not be approved for funding.

Box 51. Fictional example: reporting on gender impacts and providing gender-responsive recommendations to support farmers ⁽²⁶⁵⁾



The 2017–2027 SREI is a **fictional** intervention launched in 2017 by DG Agriculture and Rural Development. The SREI aimed to enhance rural livelihoods, strengthen rural infrastructure and foster environmental sustainability in five Member States. The initiative was funded by the European Commission (EUR 50 million) and implemented by managing authorities in each Member State. With this initiative, the Commission aimed to:

- **strengthen rural infrastructure**, including transport networks and internet connectivity;
- **support farmers and agricultural innovation** by investing in training and capacity-building programmes tailored to the needs of rural communities, focusing on areas such as agribusiness management, sustainable farming practices, marketing and digital literacy;
- **foster environmental sustainability** by developing a plan to support the installation of renewable energy systems to meet farm energy needs and support the adoption of sustainable farming.

Finding. The evaluation team found that the intervention had not successfully achieved its objective of supporting farmers and agricultural innovation. It was concluded that the initiative had failed to support women farmers and promote agricultural innovation for women-owned farms in the five Member States.

An analysis of the available monitoring data, based on some sex-disaggregated output indicators, revealed that women farmers represented only 20 % of the participants in these programmes. Where available, post-training questionnaires showed lower levels of satisfaction with the programmes and lower attainment of learning objectives among women farmers. By analysing the SREI's documentation, the evaluation team found that, while the initiative had committed to promoting gender equality and supporting women farmers in line with EU commitments, the design of the training had failed to identify the competence-building needs of women and men farmers in each of the Member States and had not planned enough dissemination activities to reach the target audience. After interviewing representatives of women's

⁽²⁶⁵⁾ This fictional intervention is loosely inspired by the Directorate-General for Agriculture and Rural Development, ECORYS and IfLS (2020), *Synthesis of rural development programmes (RDPS) ex-post evaluations of period 2007–2013 – Evaluation study*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2762/67249>), and a United Nations Educational, Scientific and Cultural Organization request for proposal for a mid-term evaluation of the 'Skills development for the employability in rural areas of Uzbekistan' project.



farming associations and analysing the findings of a targeted consultation, the evaluation team compiled a list of the reasons for dissatisfaction among women farmers.

- Many training courses took place at inconvenient times or required long journeys to reach the nearest town. Some women mentioned a lack of care facilities in rural areas that might have facilitated their attendance.
- Many training courses required digital literacy and previous knowledge of marketing.
- Many women farmers did not know about the training courses because they were disseminated only through well-established farmer organisations where women owners are under-represented.
- The training courses on agri-business management targeted owners with medium-sized farms, while women tended to have smaller farms.

Recommendation. In the upcoming **SREI II (2027–2037)**, DG Agriculture and Rural Development should uphold the EU’s obligation and commitment to promoting gender equality and mainstreaming a gender perspective. Specifically, SREI II should contribute to increasing the participation of women in farming in line with the CAP’s policy objective on ‘Jobs, growth and equality in rural areas’. In the training and capacity-building programmes to support farmers, DG Agriculture and Rural Development must ensure the following.

- Managing authorities and implementing organisations map the training needs of women and men farmers in local communities, in their diverse situations, such as age, family status or size of the farms, and develop the content and format of training on that basis. For this purpose, managing authorities and implementing organisations should identify, consult and engage with local organisations, specifically those representing women’s farmers.
- Monitoring frameworks are strengthened to collect sex-disaggregated data and include quantitative and qualitative gender indicators (at the levels of both outputs and outcomes). Gender targets should be established. Training should be regularly monitored to ensure that uneven attendance and dissatisfaction can be addressed in a timely manner.
- Synergies should be strengthened between the SREI and other EU funds to promote work-life balance and the development of care infrastructure in rural areas.

Step 3. Drafting the evaluation report

On a practical level, for evaluations conducted within the Commission, it can be challenging to report on the gender impacts because the format of evaluation reports is well defined in the ‘Better regulation’ toolbox and because staff working documents are meant to be standalone

texts that summarise an overwhelming amount of information in a limited number of pages.

⇒ **Consult Box 52** for step-by-step guidance on ensuring that your staff working documents evaluation report integrates a gender perspective in each section.

**Box 52. How to incorporate a gender perspective into your evaluation report**

This box explains various ways in which you can incorporate a gender perspective into each section of a standard staff working document evaluation report ⁽²⁶⁶⁾.

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Section 1 – ‘Introduction’ explains the purpose and scope of the evaluation.</p> | <ul style="list-style-type: none"> • Briefly mention how a gender perspective was adopted during the evaluation process. |
| <p>Section 2 – ‘What was the expected outcome of the intervention?’ explains the rationale for the intervention at the time it was prepared.</p> | <ul style="list-style-type: none"> • Link the problems/needs that the intervention was intended to solve to the challenges outlined in the EU gender equality framework and the European Green Deal. • If relevant, describe the gender objectives of the intervention and the expected gender-related achievements in terms of outputs, results and impacts. • If relevant, describe how the actions of the intervention would deliver on the gender objectives of the intervention. • Refer to any potential external factors that might influence the success of the intervention in relation to gender equality and environmental concerns (unconscious gender bias, droughts, etc.). • Include any relevant SDGs. See more about these in Box 14. |
| <p>Section 3 – ‘How has the situation evolved over the evaluation period?’ explains the state of play in the implementation of the EU intervention and what has happened so far.</p> | <ul style="list-style-type: none"> • Explain if/how the intervention adopted a gender perspective during its implementation. • Use the available sex-disaggregated monitoring data and gender indicators to describe the current situation, beginning from the start of the period under evaluation. • List any unexpected changes and external factors relevant to gender equality and the environment that have affected the implementation of the intervention. |
| <p>Section 4 – ‘Evaluation findings (analytical part)’ provides an evidence-based judgement on the intervention’s success (or failure) based on five evaluation criteria.</p> | <ul style="list-style-type: none"> • Answer all of the gender-sensitive evaluation questions. • Use the narrative to explain how the intervention has (or has not) contributed to gender equality. • Use this section to report on the gender impacts following the guidance of Step 1. |
| <p>Section 5 – ‘What are the conclusions and the lessons learned?’ presents credible, evidence-based lessons and, where possible, suggests areas for improvement.</p> | <ul style="list-style-type: none"> • Following the guidance of Step 2, present conclusions, lessons learned and recommendations relevant to gender equality for attention at a political level. |
| <p>Annexes</p> | <ul style="list-style-type: none"> • Provide further details on how the evaluation process adopted a gender perspective in each relevant annex: procedural information (e.g. gender balance in the evaluation team); the methodology and evaluation matrix (e.g. details on how each criterion adopted a gender perspective); the overview of benefits and costs (e.g. the use of gender budgeting tools); stakeholder consultation (e.g. relevant gender stakeholders consulted, gender breakdowns in consultations). • Provide any further information in a specific annex, for example a detailed gender analysis. |

⁽²⁶⁶⁾ See Tool #49, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).



TOOL 11. Dissemination of evaluation findings and follow-up actions



In line with the 'Better regulation' toolbox ⁽²⁶⁷⁾, disseminating evaluation findings to a wide audience and ensuring that the results inform the decision-making process are of utmost importance. This tool will support you in disseminating your evaluation findings, using various communication channels to inform decision-making, and monitoring and evaluating the implementation of recommendations. This tool consists of four steps:

- 1) drafting a plan for dissemination and capacity development for social change,
- 2) using various channels and media to communicate your evaluation's findings,
- 3) informing the decision-making process and facilitating positive changes,
- 4) monitoring and evaluating the implementation of the recommendations.

Box 53. Disseminating the findings of a gender-responsive evaluation



While traditional approaches encourage the dissemination and communication of findings to empower stakeholders with knowledge ⁽²⁶⁸⁾, a gender-responsive evaluation goes further and considers this step as an opportunity for capacity development and changing the status quo. In addition to dissemination, it is equally important to collectively learn and comprehend the interactions, dynamics and patterns that played out during the intervention from a gender and intersectional perspective ⁽²⁶⁹⁾.

Step 1. Draft a plan for dissemination and capacity development for social change

Such a plan should be drafted during the early stages of the evaluation. The advantages of doing this at an early stage are as follows.

Identifying all relevant audiences for the evaluation results. Adopting the right language and medium to communicate your findings will help you get the messages across.

Engaging with relevant stakeholders who may have a stake in implementing future recom-

mendations. Involving stakeholders in your evaluation from the start makes it more likely that they will own and act on its recommendations. Go back to Step 2 of [TOOL 5](#) to help you map the relevant stakeholders.

Exploring capacity-building opportunities. Stakeholders in the evaluation who have the enhanced capacity and skills to take a gender and intersectional perspective can make better use of the evaluation's results and make better choices in the future. Thus, developing their capacity and skills is a good investment towards positive change.

⁽²⁶⁷⁾ Tool #49, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽²⁶⁸⁾ UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).

⁽²⁶⁹⁾ UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).



Box 54. How to draft a dissemination plan



For inspiration, consider the outline provided below of a plan for the exploitation and dissemination of the results of your evaluation.

- Introduction
- Description of the intervention evaluated
- Scope and objective of the evaluation, including a gender and intersectional perspective
- Target audiences, including gender equality stakeholders
- Levels of dissemination activities
- Dissemination channels, considering gender differences in information consumption
- Briefings and workshops/conferences/events
- Website
- Publications in academic and non-academic journals
- Draft plan of activities ⁽²⁷⁰⁾

Step 2. Use various channels and media to communicate your evaluation's findings

The 'Better regulation' toolbox ⁽²⁷¹⁾ outlines the main channels for communicating your evaluation results: a 'Have your say' website, a dedicated web page, social media, presentations or videos, leaflets and various documents. In par-

ticular, ad hoc products (reports, briefs, infographics, etc.) that focus on the gender aspects of the evaluation (its findings, lessons learned and recommendations, etc.) can be developed to convey messages to certain audiences. Beyond these channels, [Box 55](#) and [Box 56](#) provide further suggestions for gender-sensitive dissemination and communication methods, respectively.

Box 55. How to disseminate your evaluation findings: other methods ⁽²⁷²⁾



World Café. This involves a series of structured conversations with stakeholders to facilitate learning and a better understanding of the evaluation, and help them identify and prioritise recommendations that strengthen gender equality.

Photographic essays and exhibitions. The images used can be taken or selected by participants in the evaluation and should aim to capture a variety of perspectives on the intervention that has been evaluated.

Podcasts or radio/talk shows. These allow evaluators, participants and the general public, with diverse voices and views, to tell different stories and share various experiences.

⁽²⁷⁰⁾ 'TARGET – Taking a reflexive approach to gender equality for institutional transformation', *STEM Gender Equality Congress Proceedings*, Vol. 1, No 1, pp. 839–839.

⁽²⁷¹⁾ Tool #49, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).

⁽²⁷²⁾ UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).



Box 56. Further resources on communicating with a gender perspective



When disseminating the results of your evaluation, consider gender equality and intersectionality and draw on existing resources and writing tips, for example EIGE's **toolkit on gender-sensitive communication** provides guidance on the use of gender-sensitive language⁽²⁷³⁾; Free Press Unlimited's **guidelines on gender-sensitive reporting** in media provide useful pointers on selecting stories to achieve a balanced presence of women and men, eliminating stereotypes (ensuring the fair portrayal of women and men) and using gender-sensitive language⁽²⁷⁴⁾; and **Writing with Color** is a dedicated resource for communicating with sensitivity about people of colour⁽²⁷⁵⁾.

Step 3. Inform the decision-making process and facilitate positive changes

Follow-up actions (e.g. conducting an impact assessment, drafting guidance) can be identified in the annual management plans of the Commission services. Actions should be followed up with senior management and progress should be monitored⁽²⁷⁶⁾.

It is a good practice to draft a follow-up action plan for gender-responsive recommendations, indicating the stakeholders responsible for taking the necessary actions and providing a provision-

al timetable (see next step). Such a plan requires a management response that states the position of the management (and the implementers of the intervention being evaluated) towards the recommendations made in the evaluation report. This response should assess the quality of the gender-responsive evaluation report and if each recommendation is relevant and possible to implement. The management response should be clear as to whether it agrees, partially agrees or disagrees (and why) with each recommendation. If no follow-up action is planned (or taken), this should be explained and justified.

Box 57. How to report on evaluation findings and recommendations in annual activity reports



Plan for the management response when designing an evaluation and writing the terms of reference.

- State the intended users and how they are expected to use the evaluation results. This should include the management, implementation and/or partner organisations involved.
- Outline a plan for responding to recommendations, monitoring and reporting on progress towards their implementation.
- Define general parameters for what good recommendations should look like and share these with the evaluation team to facilitate the process of developing recommendations. You can see more about this in [TOOL 10](#).

Establish a process for providing the management response, including communicating and implementing it.

⁽²⁷³⁾ EIGE (n.d.), 'Gender-sensitive communication' (https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication/overview?language_content_entity=en).

⁽²⁷⁴⁾ Free Press Unlimited (n.d.), 'Gender-sensitive reporting' (<https://kq.freepressunlimited.org/themes/gender-equality/gender-in-media-content/gender-sensitive-reporting/>).

⁽²⁷⁵⁾ Writing With Color (n.d.), 'Writing With Color' (<https://writingwithcolor.tumblr.com>).

⁽²⁷⁶⁾ Tool #49, European Commission (2023), *Better Regulation Toolbox* (<https://commission.europa.eu/system/files/2023-09/BR%20toolbox%20-%20Jul%202023%20-%20FINAL.pdf>).



- Indicate the person(s) or unit(s) leading the response and monitoring of the implementation.
- Add the management response process to the organisational calendar or workplan.
- Specify how, when and to whom the response will be communicated and reported, including evaluation participants, gender equality bodies and the various groups affected by the intervention.

Step 4. Monitor and evaluate the implementation of the recommendations

As a follow-up action, you should monitor the implementation of the gender-specific recommendations over time. This includes assessing the impact of the recommendations on the specific negative gender impacts previously identified and making any necessary adjustments to the intervention design and implementation process. This process can also help you identify areas where additional action is needed. **Questions to consider include the following.**

How were the recommendations implemented?
How is the implementation being monitored?

What data have been collected to assess the impact of the recommendations on the specific negative gender impacts that were previously identified?

Were the gender-specific recommendations effective in addressing the negative gender impacts?

What further actions are needed to address and redress any remaining negative gender impacts?

How can stakeholders be involved in the implementation of the gender-responsive recommendations?

Box 58. Fictional example: introducing mitigating strategies in a transport intervention ⁽²⁷⁷⁾



In 2017, the government of a fictional Member State launched a 10-year initiative to support sustainable mobility in urban areas. This fictional initiative aimed to redefine transport measures and policies to create cleaner and more sustainable city transport.

After 5 years, the Urban Mobility Unit of the Ministry of Transport carried out an interim evaluation of the initiative to assess its progress. As part of this evaluation, a gender and intersectional analysis identified some negative gender impacts and areas requiring further attention. These included increased harassment and violence against women and other disadvantaged groups using public transport, several services that were not accessible to people with disabilities, reduced mobility for those with caring responsibilities (e.g. those carrying a pushchair) and a continued lack of representation of women in the transportation sector.

Based on the findings of the interim evaluation, the following strategies were employed to address these negative gender impacts.

Gender expertise and training. The Urban Mobility Unit mobilised the support of the Gender Equality Unit and the network of equality focal points in the Ministry of Transport. These teams worked together to identify the gender expertise needed in the Urban Mobility Unit and organise gender training to ensure the effective implementation of the recommendations. They

⁽²⁷⁷⁾This fictional intervention was created by the authors.



were also in contact with the governmental gender equality body to gain support in the preparation of recommendations and in contacting stakeholders.


Engagement with relevant stakeholders. The intervention team contacted the National Women’s Council, the National Network against Racism and the National Disability Services Association to gain insights on how best to address these negative impacts and create a list of recommendations that could be implemented in the intervention.

Gender-specific recommendations. Based on the interim evaluation, the support of the ministry’s network of equality focal points and engagement with the relevant stakeholders, the following targeted mitigation strategies were identified.


- 10 % of the intervention’s budget would be reallocated to improve the safety of transportation hubs, improving lighting and designated safe waiting areas, as well as improving safety measures such as CCTV surveillance, emergency assistance systems and the increased presence of security personnel.
- A campaign would be developed to improve gender equality in the public transport sector by promoting recruitment and career advancement opportunities for women in various roles. Compulsory training for all staff on gender, racial and ethnic bias would also be introduced.
- The National Disability Services Association agreed to act as an expert to assist the Urban Mobility Unit’s team in developing and incorporating several universal design principles to ensure that transportation infrastructure and technology are user-friendly and accessible.

Monitoring and evaluating the implementation of the recommendations. The Urban Mobility Unit implemented a robust monitoring and evaluation system to track the progress of the mitigation strategies in minimising the negative gender impacts identified. They regularly collected gender-disaggregated data, engaged with women and disadvantaged commuters and stakeholders, and solicited feedback to ensure the effectiveness and responsiveness of the initiative.

Box 59. Final checklist: report writing and dissemination of evaluation findings

|  | When you start writing the evaluation report and disseminating the findings, make sure you: | YES | NO |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| | Familiarise yourself with the guidance on how to ensure that your evaluation report adopts a gender perspective. | | |
| | Incorporate the positive and negative impacts identified in the evaluated intervention into your evaluation report, including when you work with external contractors. | | |
| | Develop recommendations to address the negative gender impacts identified, including changes to the intervention design, implementation, budget, and monitoring and evaluation processes. | | |
| | Integrate gender-responsive and environmental lessons learned into the broader set of conclusions and recommendations that emerge from your evaluation. | | |
| | Draft a plan for the dissemination of findings and capacity development for social change that identifies and engages with relevant stakeholders. | | |
| | Identify relevant channels and media for the gender-sensitive dissemination of your findings. | | |



|  When you start writing the evaluation report and disseminating the findings, make sure you: | YES | NO |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Draft a follow-up action plan for gender-responsive recommendations, indicating which stakeholders are responsible for taking the necessary actions and providing a provisional timetable. | | |
| Regularly monitor the implementation of gender-specific recommendations. | | |
| Identify and consult stakeholders for whom there may be negative impacts, ensuring the participation of individuals and organisations with different perspectives in the implementation and evaluation process. | | |
| Address data gaps in the information needed to assess the potential negative gender impacts of the evaluated intervention on different groups. | | |
| <p>When you start writing your evaluation report and disseminating its findings, make sure you avoid the following mistakes.</p> <ul style="list-style-type: none"> ✓ When writing recommendations, do not focus solely on avoiding discrimination in a revised/future intervention. Instead, strive to promote gender equality actively through the actions proposed. ✓ Do not overlook the absence of data needed to assess the potential gender impacts of the evaluated intervention. In such cases, it might be necessary to conduct additional research, data collection or targeted consultation with relevant stakeholders to address these gaps. ✓ Do not underestimate the significance of involving relevant stakeholders in your evaluation from the beginning, as this increases the likelihood of them taking ownership and acting on its recommendations. ✓ Do not underestimate the importance of disseminating your gender-responsive evaluation findings and recommendations – particularly through new or less frequently used communication channels and methods – to support social change and capacity building. ✓ Do not take it for granted that the gender-responsive evaluation findings and recommendations will reach the relevant decision-makers. | | |

5. Resources



5.1. Further information and background material

EIGE's Gender Mainstreaming Platform ⁽²⁷⁸⁾, which provides information on what gender mainstreaming entails and on the relevance of gender equality and challenges in various policy areas, practical guidance on integrating a gender perspective in every step of the policy cycle, information about relevant institutions and structures at the EU and national levels, and more.

EIGE's brief on gender-responsive evaluation ⁽²⁷⁹⁾.

EIGE's 'Checklist for gender-sensitive screening of proposals for European Union (EU) directives' ⁽²⁸⁰⁾.

EIGE's toolkit on gender impact assessment ⁽²⁸¹⁾.

EIGE's toolkit on GRPP ⁽²⁸²⁾.

EIGE, *Fostering a gender and intersectional perspective in EU foresight*, 2024.

UN Women, *Evaluation Handbook: How to manage gender-responsive evaluation* ⁽²⁸⁴⁾.

UN Women, *Good Practices in Gender-responsive Evaluations* ⁽²⁸⁵⁾.

UN Women, *Inclusive Systemic Evaluation (ISE4GEMs): A new approach for the SDG era* ⁽²⁸⁶⁾.

UN Women, *Intersectionality Resource Guide and Toolkit* ⁽²⁸⁷⁾.

United Nations Evaluation Group, *Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG guidance* ⁽²⁸⁸⁾.

Databases

EIGE's Gender Statistics Database ⁽²⁸⁹⁾ provides a broad overview of statistics on gender, highlighting differences and inequalities in various policy and thematic areas.

Gender Equality Strategy Monitoring Portal ⁽²⁹⁰⁾ provides available data on the state of play regarding the realisation of the policy objectives of the EU gender equality strategy.

Other tools

European Commission and ICLEI, *Buying Green! A Handbook on Green Public Procurement* ⁽²⁸³⁾.

⁽²⁷⁸⁾ EIGE (n.d.), 'Gender mainstreaming' (<https://eige.europa.eu/gender-mainstreaming>).

⁽²⁷⁹⁾ EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

⁽²⁸⁰⁾ EIGE (2021), *Checklist for gender-sensitive screening of proposals for European Union (EU) directives* (<https://eige.europa.eu/publications/checklist-gender-sensitive-screening-proposals-european-union-eu-directives?lang=ga>).

⁽²⁸¹⁾ EIGE (2017), *Gender Impact Assessment – Gender mainstreaming toolkit*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>).

⁽²⁸²⁾ EIGE (2022), 'Gender-responsive public procurement: Step-by-step toolkit' (<https://eige.europa.eu/publications/gender-responsive-public-procurement-step-step-toolkit>).

⁽²⁸³⁾ European Commission and ICLEI (2016), *Buying Green! A handbook on green public procurement*, Publications Office of the European Union, Luxembourg (<https://data.europa.eu/doi/10.2779/246106>).

⁽²⁸⁴⁾ UN Women (2015), *How to Manage Gender-responsive Evaluation. Evaluation handbook* (<https://www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation>).

⁽²⁸⁵⁾ UN Women (2020), *Good Practices in Gender-responsive Evaluations* (<https://www.unwomen.org/en/digital-library/publications/2020/06/good-practices-in-gender-responsive-evaluations>).

⁽²⁸⁶⁾ UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).

⁽²⁸⁷⁾ UN Women (2021), *Intersectionality Resource Guide and Toolkit* (<https://www.unwomen.org/en/digital-library/publications/2022/01/intersectionality-resource-guide-and-toolkit>).

⁽²⁸⁸⁾ UNEG (2014), 'Integrating human rights and gender equality in evaluation – Towards UNEG guidance' (<http://www.uneval.org/document/detail/980>).

⁽²⁸⁹⁾ EIGE (n.d.), 'Gender Statistics Database' (<https://eige.europa.eu/gender-statistics/dgs>).

⁽²⁹⁰⁾ European Commission (n.d.), 'Gender Equality Strategy Monitoring Portal' (<https://composite-indicators.jrc.ec.europa.eu/ges-monitor>).

5.2. Glossary

| | |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ‘Do no harm’ to gender equality | A ‘do no harm’ approach to gender equality requires that projects/ programmes analyse the potential risks of unintentionally perpetuating or exacerbating gender inequalities in the context of the intervention, proactively monitor risks and take corrective/compensatory measures if applicable ⁽²⁹¹⁾ . The ‘do no harm’ approach to gender equality is not enshrined in EU law – it is proposed by the OECD (as part of its gender equality marker), EIGE ⁽²⁹²⁾ and other international organisations as a minimum standard for due diligence for gender equality and women’s rights. |
| DNSH to the environment principle | The DNSH principle (enshrined in Article 17 of Regulation (EU) 2020/852 ⁽²⁹³⁾) prohibits the supporting or carrying out of activities that cause significant harm to the environment. |
| (Eco)feminist and transformative approach | In the context of this toolkit, an (eco)feminist and transformative approach is intended to address the driving factors behind systemic gender inequalities and structural causes of climate and environmental problems. An (eco)feminist approach states that the climate crisis and the oppression of women, and other structurally disadvantaged groups based on intersectional inequalities, are intertwined and that neither can be solved independently. A transformative approach aims to identify and address the systemic drivers of gender inequalities rather than accommodate existing gender gaps and power imbalances. In evaluations, an (eco)feminist and transformative approach aims to inform and transform interventions to deliver on gender equality and environmental objectives, centring a gender-just future, a healthy planet and a care-based economy ⁽²⁹⁴⁾ . |
| Environmental evaluation | Environmental evaluation encompasses two different notions: 1) environmental assessment and 2) the evaluation of policies addressing environmental and climate issues. Environmental assessment aims to evaluate the effects on the environment of a given intervention, and the evaluation assesses interventions that specifically address environmental issues and climate change mitigation and adaptation. |

⁽²⁹¹⁾ OECD (2016), *OECD DAC Gender Equality Policy Marker Handbook* (<https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf>).

⁽²⁹²⁾ ‘Tool 8: Tracking Resource Allocations for Gender Equality in the EU Funds’ in EIGE (2022), ‘Gender budgeting: Step-by-step toolkit’ (<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting>).

⁽²⁹³⁾ Regulation (EU) 2020/852 of the European Parliament and of the Council of 18 June 2020 on the establishment of a framework to facilitate sustainable investment, and amending Regulation (EU) 2019/2088, OJ L 198.

⁽²⁹⁴⁾ EIGE (2022), ‘Gender-responsive evaluation’ (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>); EEB and WECF (2021), *Why the European Green Deal Needs Ecofeminism? Moving from gender-blind to gender-transformative environmental policies* (<https://eeb.org/library/why-the-european-green-deal-needs-ecofeminism/>); UN Women (2018), *Inclusive systemic evaluation for gender equality, environments and marginalized voices (ISE4GEMs): A new approach for the SDG era* (<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/ISE4GEMs-A-new-approach-for-the-SDG-era-en.pdf>).

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| Environmental impact assessment | Under the EU's environmental impact assessment directive (Directive 2011/92/EU as amended by Directive 2014/52/EU), major building or development projects in the EU must first be assessed for their environmental impact. The environmental impact assessment assesses a project's direct and indirect significant impact based on a wide range of environmental factors, including population and human health, biodiversity, land, soil, water, air, climate, landscape, material assets and cultural heritage ⁽²⁹⁵⁾ . |
| European Green Deal | The European Green Deal ⁽²⁹⁶⁾ is the EU's key response to the climate and environmental emergency. It presents an overarching strategy guiding the transition to reach net-zero greenhouse gas emissions within the EU and deliver a pollution-free environment by 2050. |
| Evaluation | An evaluation examines how an intervention, including existing legislation and spending programmes, has been performed, to check that it is efficient, effective, relevant and consistent, and that EU-level intervention adds value ⁽²⁹⁷⁾ . |
| Fitness check | A fitness check is a comprehensive evaluation of a policy area that usually addresses how a set of related legislative acts have contributed to attaining policy objectives ⁽²⁹⁸⁾ . |
| Foresight | Foresight is the study of plausible future developments by anticipating emerging trends and risks and to strategically plan for those possibilities. Increasingly, it is being used in the context of policymaking ⁽²⁹⁹⁾ . |
| Gender analysis | Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities and rights affect women, men, girls and boys within a given policy area, situation or context ⁽³⁰⁰⁾ . |
| Gender balance | Gender balance refers to the equal participation of women and men in all areas of work, projects or programmes. In a scenario of gender equality, women and men are expected to participate in proportion to their shares in the population ⁽³⁰¹⁾ . |
| Gender budgeting | Gender budgeting is the application of gender mainstreaming in the budgetary process. It entails a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures to promote gender equality ⁽³⁰²⁾ . |
| Gender equality as a horizontal principle | Applying gender equality as a horizontal principle means adopting a gender perspective throughout the policy or intervention cycle and treating gender equality as a cross-cutting goal ⁽³⁰³⁾ . |

⁽²⁹⁵⁾ European Commission (n.d.), 'Environmental impact assessment' (https://environment.ec.europa.eu/law-and-governance/environmental-assessments/environmental-impact-assessment_en).

⁽²⁹⁶⁾ Commission communication – The European Green Deal (COM (2019) 640 final).

⁽²⁹⁷⁾ European Commission (2021), Commission staff working document – Better regulation guidelines, SWD(2021) 305 final.

⁽²⁹⁸⁾ European Commission (2021), Commission staff working document – Better regulation guidelines, SWD(2021) 305 final.

⁽²⁹⁹⁾ Commission communication – Better regulation: Joining forces to make better laws (COM(2021) 219 final) (<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2021:219:FIN>).

⁽³⁰⁰⁾ EIGE (2019), *Gender Analysis* (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis>).

⁽³⁰¹⁾ UN Statistics Wiki (2023), 'Glossary of terms' (<https://unstats.un.org/wiki/display/genderstatmanual/Glossary+of+terms>).

⁽³⁰²⁾ EIGE (n.d.), 'Gender budgeting' (https://eige.europa.eu/publications-resources/thesaurus/terms/1292?language_content_entity=en).

⁽³⁰³⁾ EIGE (2019), *Gender Budgeting. Mainstreaming gender into the EU budget and macroeconomic policy framework*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/publications/gender-budgeting-mainstreaming-gender-eu-budget-and-macroeconomic-policy-framework>).

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| Gender impact assessment | A gender impact assessment assesses policy proposals to see if they will affect women and men differently, intending to adapt these proposals to ensure that discriminatory effects are neutralised and that gender equality is promoted. It is an <i>ex ante</i> procedure that should be performed before the final decision on the policy proposal is taken. It involves comparing and assessing, according to gender-relevant criteria, the current situation and trends in relation to the expected outcome resulting from the introduction of the proposed policy. Gender impact assessment is used to assess the impact of a given policy proposal on women and men and gender relations in general ⁽³⁰⁴⁾ . |
| Gender indicators | Gender indicators are tools for monitoring gender differences, gender-related changes over time and progress towards gender equality goals ⁽³⁰⁵⁾ . |
| Gender mainstreaming | Gender mainstreaming implies the systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions ⁽³⁰⁶⁾ . |
| Gender norms | Gender norms are standards and expectations to which women and men generally conform within a range that defines a particular society, culture and community at that point in time ⁽³⁰⁷⁾ . |
| Gender-responsive evaluation | A gender-responsive evaluation ⁽³⁰⁸⁾ is a gender mainstreaming method that supports and directs policies to more effectively respond to the different needs, priorities and power relations of women and men in all their diversity. |
| Gender-responsive evaluation for a sustainable future for all | Gender-responsive evaluation for a sustainable future for all is a type of evaluation that follows key principles of (eco)feminist, transformative and intersectional approaches throughout the evaluation process ⁽³⁰⁹⁾ . |
| Gender-responsive public procurement | Gender-responsive public procurement ⁽³¹⁰⁾ is a gender mainstreaming tool that encourages public sector bodies to promote gender equality through public procurement (i.e. by purchasing works, supplies or services). It focuses on ensuring that both contracting authorities and contractors consider the impact of all contracted activities on gender equality, and they develop and deliver contracts that do not reinforce gender inequalities. It does not necessarily imply higher costs but does require knowledge and capacity. |

⁽³⁰⁴⁾ EIGE (n.d.), 'Gender mainstreaming glossary' (<https://eige.europa.eu/gender-mainstreaming/glossary>).

⁽³⁰⁵⁾ EIGE (n.d.), 'Gender indicators' (https://eige.europa.eu/publications-resources/thesaurus/terms/1296?language_content_entity=en).

⁽³⁰⁶⁾ EIGE (n.d.), 'Gender indicators' (https://eige.europa.eu/publications-resources/thesaurus/terms/1296?language_content_entity=en).

⁽³⁰⁷⁾ EIGE (n.d.), 'Gender norms' (https://eige.europa.eu/publications-resources/thesaurus/terms/1288?language_content_entity=en).

⁽³⁰⁸⁾ EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

⁽³⁰⁹⁾ EIGE (2022), 'Gender-responsive evaluation' (<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-responsive-evaluation>).

⁽³¹⁰⁾ EIGE (2021), *Gender-responsive Public Procurement*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/publications/gender-responsive-public-procurement>).

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| Gender-sensitive language | Gender-sensitive language is gender equality manifested through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity and respect. It is the opposite of gender-discriminatory and sexist language, that is, language that fosters gender stereotypes or uses derogatory terms ⁽³¹¹⁾ . |
| Gender statistics | Gender statistics aim to reflect differences and inequalities in the situation of women and men in all areas of life. Gender statistics help to make gender inequalities visible by providing evidence of gender equality and gender gaps in key areas. The United Nations Statistical Division’s manual on gender statistics defines gender statistics as encompassing the following characteristics: data are collected and presented disaggregated by sex as a primary and overall classification; data reflect gender issues; data rely on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives; and data collection methods take into account stereotypes and social and cultural factors that may induce gender biases ⁽³¹²⁾ . |
| Green transition | The green transition refers to the EU’s transformation into a climate-neutral continent by 2050, as required by the European Green Deal ⁽³¹³⁾ . |
| Intersectionality | Intersectionality is an analytical tool for studying, understanding and responding to how sex and gender intersect with other personal characteristics/identities and how these intersections contribute to unique experiences of discrimination ⁽³¹⁴⁾ . |
| LGBTIQ | LGBTIQ people are people: <ul style="list-style-type: none"> • who are attracted to others of their own gender (lesbian, gay) or any gender (bisexual); • whose gender identity and/or expression does not correspond to the sex they were assigned at birth (trans, non-binary); • who are born with sex characteristics that do not fit the typical definition of male or female (intersex); • whose identity does not fit into a binary classification of sexuality and/or gender (queer) ⁽³¹⁵⁾. |
| Megatrend | A megatrend is an observable trend in the present that is expected to grow in the long term and have a global impact, such as climate change and environmental degradation, widening inequalities and aggravating resource scarcity ⁽³¹⁶⁾ . |

⁽³¹¹⁾ EIGE (n.d.), ‘Gender-sensitive communication’ (https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication/overview?language_content_entity=en).

⁽³¹²⁾ United Nations (2016), *Integrating a Gender Perspective into Statistics* (<https://unstats.un.org/unsd/demographic-social/Standards-and-Methods/files/Handbooks/gender/Integrating-a-Gender-Perspective-into-Statistics-E.pdf>); EIGE (2019), *Gender Statistics and Indicators*, Publications Office of the European Union, Luxembourg (<https://eige.europa.eu/sites/default/files/indicators.pdf>).

⁽³¹³⁾ Commission communication – The European Green Deal (COM (2019) 640 final).

⁽³¹⁴⁾ EIGE (n.d.), ‘Intersectionality’ (https://eige.europa.eu/publications-resources/thesaurus/terms/1050?language_content_entity=en).

⁽³¹⁵⁾ Commission communication – A union of equality: LGBTIQ equality strategy 2020–2025 (https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/lesbian-gay-bi-trans-and-intersex-equality/lgbtiq-equality-strategy-2020-2025_en).

⁽³¹⁶⁾ European Commission (n.d.), ‘The megatrends hub’ (https://knowledge4policy.ec.europa.eu/foresight/tool/megatrends-hub_en).

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| Principle of proportionality | The principle of proportionality dictates that public authorities, in carrying out their duties, must not go beyond what is essential to attain their intended public interest goals. In other words, they must act within reasonable limits that align with their objectives ⁽³¹⁷⁾ . |
| Regulatory Scrutiny Board | The Regulatory Scrutiny Board is an independent body that advises the European Commission on the quality of impact assessments and major evaluations in the early stages of the legislative process ⁽³¹⁸⁾ . |
| Sex-disaggregated data | 'Sex-disaggregated data' refers to data collected and tabulated separately for women and men, allowing the measurement of differences between women and men in terms of various social and economic dimensions. Sex-disaggregated data are one of the requirements for obtaining gender statistics ⁽³¹⁹⁾ . |

5.3. References

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⁽³¹⁷⁾ European Commission (2021), Commission staff working document – Better regulation toolbox, complementing SWD(2021) 305 final (https://ec.europa.eu/info/law/law-making-process/planning-and-proposing-law/better-regulation-why-and-how/better-regulation-guidelines-and-toolbox_en); Lenaerts, K. (2021), *Proportionality as a matrix principle promoting the effectiveness of EU law and the legitimacy of EU action* (https://www.ecb.europa.eu/press/conferences/shared/pdf/20211125_legal/ECB-Symposium_on_proportionality_25_November_2021.en.pdf).

⁽³¹⁸⁾ European Commission (n.d.), 'Regulatory Scrutiny Board' (https://commission.europa.eu/law/law-making-process/regulatory-scrutiny-board_en).

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