OUR PRINCIPLES:
Achieving gender equality and the empowerment of women (GEEW) is integral to each of the 17 Sustainable Development Goals (SDGs). Gender equality and women’s empowerment is not only a specific SDG (SDG 5) but also considered a cross-cutting theme that affects the achievement of all other SDGs.

HOLDING US ACCOUNTABLE:
In line with the UNOV/UNODC Strategy for Gender Equality and the Empowerment of Women 2018-2021 and the UN-SWAP 2.0 framework, UNODC is explicitly committed and mandated to actively and visibly mainstream gender across all mandates and the three pillars of the Office work programme (normative work, research and analytical and technical assistance work).
Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes, in all areas and at all levels. It is a strategy for making women’s as well as girls’, boys’ and men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetrated. The ultimate goal is to achieve gender equality.

GENDER AND CORRUPTION

Men and women are affected by corruption in different ways and are subjects and objects of different corrupt practices and behaviours. Gender inequality allows corrupt networks to grow, which in turn entrenches gender inequalities. A gender perspective is a key component when developing effective programmes and projects to combat and prevent corruption and achieve sustainable development. There are no gender-neutral interventions when the ultimate goal is to improve the lives of all people, women and men, girls and boys, as well as individuals of different bodily characteristics, diverse sexual orientation and/or diverse or plural gender identities.

Although most United Nations gender-related policies and guidelines refer mainly to women and men, this gender brief included, gender equality serves to the advantage of men and women, girls and boys and all individuals/groups marginalized and/or discriminated against on grounds of their sex, gender, sexual orientation or bodily characteristics. Gender equality cannot be achieved without recognizing, and addressing, the fact that individuals face different, often contextually specific, forms of discrimination (e.g., due to gender identity, sexual orientation, class, religion, caste, ethnicity, age, disability, location, among others). Thus, gender mainstreaming should be responsive and sensitive to and include all the diverse and often intersecting forms of discrimination that individuals face. Thus, gender mainstreaming should be sensitive and responsive to all diverse and intersecting forms of discrimination that individuals face. It should also bear in mind that given the specific physical, mental and psychological developmental needs and vulnerabilities of children, it is important to distinguish them from adults and to adopt both a gender- and child-sensitive approach to gender mainstreaming. [1]
**Intersectionality**

Gender equality will only be achieved when women and men, and boys and girls have the same opportunities, rights and responsibilities in all areas of life. However, the reality is that the experiences, needs, priorities and capacities of men and women, and girls and boys are not homogenous. Intersectional characteristics such as ethnicity, race, religion, age, sexual orientation, gender identity and class can shape the experience of one’s gender. Similar to gender, these identities are embedded in power structures which shape a person’s opportunities and conditions in life. When implementing an intersectional perspective, the convergence between gender and various identities is recognized, thus ensuring that all groups of people are included in an equal and equitable manner. Adopting an intersectional perspective will ensure that gender is effectively mainstreamed and that nobody is left behind.

The UNODC Programme Plan recognizes the importance of implementing an intersectional approach, stating that “UNODC will implement and advocate for measures that address the differentiated needs of women, men, boys and girls, particularly those who also experience disadvantages on the basis of age, race, income level, geographic location, migration status, disabilities, health status and other characteristics”. Not only does this ensure that the implementation of the UNODC mandate is inclusive and accessible, but it is also in line with the aims of international instruments and resolutions related to gender equality and the empowerment of women. The United Nations approach to leaving no one behind is also set out in the 2030 Agenda in Sustainable Development Goal 5 on achieving gender equality and women’s empowerment, and puts the imperative on Member States to combat inequalities and discrimination.

**THE PURPOSE OF THIS BRIEF**

This brief is for UNODC staff working on countering corruption. Its aim is to assist with mainstreaming a gender perspective in the development of programmes and projects to prevent and combat corruption, in line with the United Nations Convention Against Corruption (UNCAC). It identifies some of the main issues related to gender and corruption to help with the situational analysis as well as provide some practical tips on how to mainstream gender in formulating project objectives, outcomes, outputs, indicators and activities.

Please bear in mind: (a) This brief is meant to be a short, simple overview of key issues. Selected resources are provided at the end for a deeper look into gender aspects of corruption; (b) This brief should be seen as a starting point for discussion on this topic.

The structure of this brief follows that of the UNODC project/programme template as well as the UNODC gender mainstreaming checklist (annexed). The brief, additionally, complements the Guidance Note for UNODC Staff: Gender Mainstreaming in the Work of UNODC and the UNODC Results-based Management and the 2030 Agenda for Sustainable Development Handbook. Please see the other four gender briefs for interlinkages between specific projects and other thematic areas at www.unodc.org/gender.
1. SITUATION ANALYSIS

Engendering the situational analysis

Incorporating a gender perspective into the situational analysis is the most important stage to ensure that a gender perspective will be reflected in the planning, design, implementation, monitoring, evaluation and reporting of the results and lessons learned of the programme/project (results framework, activities and indicators). An engendered situation analysis requires sex-disaggregated data and ensures that development projects and programmes incorporate roles, needs and the participation of women, men, girls and boys.

THE PROBLEM

General questions to keep in mind when formulating the project/programme:

- Is there someone with gender knowledge/expertise in the assessment/formulation team who can assist in ensuring that gender issues relevant to corruption have been systematically identified?
- Do the various assessments (needs assessment, situational analysis, stakeholder assessment or problem analysis) and methodologies include gender issues in the information gathering and analysis phase?
- What is the expected impact of the project on women and men members of the LGBTIQ+ community/individuals with variations in sex characteristics, diverse sexual orientation and/or diverse or plural gender identities?
- Has there been an analysis of the positive and/or unintentionally negative implications the programme activities could have on men and women?
- Is a specific gender analysis needed to understand the different implications for men and women and individuals with variations in sex characteristics, diverse sexual orientation, and/or diverse or plural gender identities?
- Is the project based on data and evidence gathered in a gender-sensitive manner, for example, sex-disaggregated data, focus groups with both men and women, separate women focus groups if needed, etc.?
- What do gender-based power structures in the country/region being covered look like (e.g., access to resources, services and rights by women and men, girls and boys as well as individuals with variations in sex characteristics, of diverse sexual orientation and/or diverse gender identities)?
- What is the policy and legal framework on gender equality issues and what governmental institutions exist to implement gender equality policies in the country/region being covered?
- What are the key issues related to the empowerment of women and gender equality that are being addressed by the project/programme?
Specific thematic questions to keep in mind when formulating the project/programme:

- Has an analysis been carried out on how corruption affects women and men differently? By whom, with which scope and when?
- Are women and men, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities victimized by corruption different/ similar ways?
- How do the different types of corruption affect women and men, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities (in different social classes, identities and cultural norms in that country/setting)?
- Do women and men, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities have the same opportunities to highlight their specific experiences of and concerns about corruption?
- Do women and men, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities perceive and tolerate corruption differently?
- Is gender-sensitive research and data collection needed?
- Is there a gender-sensitive approach to the reporting, investigation, prosecution and adjudication of corruption cases?
- Is there understanding for anti-corruption measures in the context of the international legal and policy framework for women’s rights and gender equality?
- Do gender relations shape networks and opportunities for corruption?
- What are the gendered impacts of anti-corruption measures? Look at how anti-corruption measures promote or hinder gender equality.
- Do men and women, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities have the same conditions stipulated for entering into public duty? For example, within the police force there can be requirements that women not marry within a certain time period after taking up public employment.
- What are the interrelated issues – and issues pertaining to “intersectionality” that compound the multiple disadvantages experienced by women and individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities?

COUNTERPART CAPACITY

- Include a broad set of actors, including governments, civil society and women’s and human rights organizations, LGBTIQ+ organizations and youth organizations, when mapping and meeting with partners and stakeholders.
- Ensure understanding of the cultural context in which men and women, and individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities, can operate. For instance, are the premises where meetings with counterparts will be arranged accessible to both women and men? Does there need to be a separate meeting place for men and women? Do women need financial support to be able to travel to the meeting venue? Are women able to travel alone to the meeting venue? Are women able to meet at the suggested times or are they bound up by household tasks/ agricultural tasks/childcare, etc.? What measures can be taken to ensure equal
access to and the active participation of men, women and individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities at the meeting/event? What is the nature and extent of women’s and men’s, and individuals with variation in sex characteristics, diverse sexual orientation, and/or diverse gender identities participation in the programme? What barriers to participation are being experienced? Why do the barriers exist? How can the barriers be overcome?

STRATEGIC CONTEXT

• What is the legal and policy framework on gender equality and non-discrimination, and what governmental institutions exist to implement gender equality and non-discrimination policies in the country/region being covered?

• What do gender-based power structures in the country/region being covered look like (e.g., access to resources, services and rights by women and men, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities)?

• Are laws, policies and strategies pertaining to countering corruption sensitive to the needs, roles and capacities of men and women, individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities?

SYNERGIES WITH OTHER PROJECTS/PROGRAMMES AND ORGANIZATIONS

• Are lessons learned and best practices on gender equality and women’s empowerment from UNODC and other relevant organizations and United Nations entities incorporated?

• Have key findings and recommendations emanating from relevant research, other United Nations entities and project/programme evaluations, been incorporated?

TARGET GROUPS

• Has a comprehensive mapping of stakeholders to speak to been made during the situation analysis? Has the said list been disaggregated by sex in order to ensure that it is as gender-balanced as possible? Have women and individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities been consulted equally with men during the formulation process, especially female beneficiaries? Are persons knowledgeable about gender issues in the country among the list of stakeholders?

• Have the formulation teams consulted men and women about their concerns, priorities, opinions and solutions to key issues, including gender experts, women’s organizations, government women policy agencies, i.e., agencies dedicated to promoting gender equality and improving the status and conditions of women within the state bureaucracy.

• Does the project/programme ensure that both women and men, individuals with variation in sex characteristics, diverse sexual orientation, and/or diverse gender identities can access and participate in project/programme activities (target at least 30 per cent of whichever gender is underrepresented)?

• Have women’s organizations or justice professions (e.g., women bar associations; women judges societies; women police groups) been consulted?

• Have dedicated women’s anti-corruption groups and initiatives been consulted?
• Have external gender experts, such as academia and national/donor counterparts who work on the issue of gender and/or corruption, been consulted?
• Have other United Nations agencies, such as UN Women or the World Bank been consulted?

GENDER ISSUES
• Is there a need to develop activities targeting individuals who may be underrepresented (on the grounds of gender, sex, sex characteristics, sexual orientation or gender identity), to ensure that they benefit equally from the project?
• How is the project/programme reaching out to engage underrepresented persons in its activities?
• Is the project/programme concept consistent with United Nations commitments on gender equality and women’s empowerment?
• How does the project/programme contribute to the overall goal of gender equality in the country?
• Is there a possibility that existing inequalities may be made worse by the project/programme?
• Is gender-sensitive language used within resources, reports, promotions, etc., developed for the project/programme?
• Does the communication material promoting the project/programme portray women, men and individuals with variation in sex characteristics, diverse sexual orientation, and/or diverse gender identities in a way that does not reinforce gender stereotypes?
• Do the data and indicators used to develop the project/programme draw attention to different needs and interests based on sex, sexual orientation, sex characteristics and gender identity?
• Does the project/programme combat gender-based discrimination or gender stereotypes directly or indirectly?

HUMAN RIGHTS
• What is the policy framework for human rights and women’s rights in the area of intervention of the project/programme?
• Has a human rights risk assessment [2] been conducted, including checking the human rights record of the counterparts that the project/programme aims to engage? Have measures been developed to mitigate potential human rights violations related to project implementation?
• Has the country that the project/programme concerns acceded to the Convention on the Elimination of All Forms of Discrimination against Women? Has it ratified any regional instruments in this area?
• Does the country that the project/programme concerns partake in the Commission on the Status of Women?
• What national and/or regional policies and strategies exist on gender equality and women’s empowerment?
• Do national and/or regional action plans exist for issues such as combating trafficking; women, peace and security; gender equality; women’s empowerment; and gender parity?
• Has a human rights-based approach (HRBA) been taken while developing the project/programme? Has project/programme design been guided by key human rights principles such as participation and inclusion, accountability and the rule of law, non-discrimination and equality?
• Have the human rights conventions and domestic laws that apply to the project/programme been identified?
2. PROJECT/PROGRAMME DESCRIPTION

Highlighting the link between countering corruption, gender and the 2030 Agenda

Understanding how the SDGs are interlinked with the mandated area and gender makes for better policies and more effective action to attain sustainable development targets. Projects and programme documents could consider the following points to highlight the link between gender, development and corruption (SDG goals 5 and 16):

- Strengthening the legal regime to prevent and combat corruption in a gender-sensitive manner targets SDGs 16 and 5. A strengthened legal regime promotes and strengthens a functional criminal justice region against corruption in accordance with the rule of law (SDG 16) and is aimed at mainstreaming gender perspectives, eliminating discrimination and strengthening respect for women’s rights during the investigation, prosecution and adjudication of corruption cases, and in delivering assistance to victims of corruption (SDG 5).
- Corruption entrenches gender inequality and, vice versa, gender inequalities allow corruption to spread.
- Corruption undermines the quality and quantity of public services and reduces resources available, ultimately exacerbating social and gender disparities.
- Gender inequality interferes with women’s ability to advance at all levels of politics and decision-making, which also impacts their ability to claim their social, economic and political rights. Corruption contributes to the disruption to combat different forms of rights violations.
- Corruption is an impediment to sustainable development and economic growth in developing countries and further marginalizes already vulnerable women living in poverty, putting basic public services and goods out of their reach and leaving them lagging behind in the economic, social and political development of their country.

LOCATION AND DURATION

- Are project/programme activities held in a place that is safe for women and individuals with variation in sex characteristics, diverse sexual orientation and/or diverse gender identities? Do security measures need to be taken to allow them to partake in project/programme activities?
- Does the project/programme hold activities at times when both women and men can attend per the region (before or after work hours, not at night, not during prayer times, etc.)?
- Will activities be held during a time of year that does not interfere with activities/events already being held in the region (after/before harvest, not during cultural/religious festivals, etc.)?
- Are activities held at a place that is suitable for children in case childcare is not affordable or cannot be found by participants? Is childcare provided in such cases?
LOGICAL FRAMEWORK: ENGENDERING THE RESULTS CHAIN

Try to make the issue of gender visible in the results chain. This is really important for UNODC as the Office often operates in contexts in which gendered norms are deeply embedded and/or with teams and partners that do not easily identify gender issues. In formulating project objectives, outcomes and outputs, consider:

- Linking the prevention and combating of corruption to improving gender equality and sustainable development or, vice versa, to improving gender equality in a multipronged approach to prevent and combat corruption.
- Do the project/programme outputs provide information as to how the project/programme will impact the situation with regard to women and to men independently?
- Do the project/programme objectives explain how the project/programme contributes to improving gender equality?
- Do the project/programme outcomes include relevant gender aspects?
- Are the project/programme indicators defined in a way that can measure success in terms of effective integration of a gender perspective?
- Have the project/programme activities been designed to ensure the involvement of both women and men? Is there a gender balance within the target groups?
- Are specific issues that affect mainly women addressed, according to the situation analysis and prioritization of issues?
- Where relevant, are issues that affect mainly or only individuals of diverse sexual orientation and gender identities addressed? (e.g., in prisons; in access to justice and legal aid; in responses to different types of crime and violence)
- Is it possible to have the main participants and/or leaders be women in relevant outputs, according to the situation analysis and prioritization of issues?
- Has the gender analysis shown that women are some of the main beneficiaries? How has this been reflected in the outputs of the programme?
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<tr>
<th>RESULTS CHAIN</th>
<th>PRACTICAL TIPS</th>
<th>GENDER-SENSITIVE EXAMPLES</th>
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<tr>
<td><strong>PROJECT OBJECTIVE</strong></td>
<td>Formulate project objectives that engender the operationalization of gender as an active element in the fight against corruption and link to improved gender equality.</td>
<td>Gender-sensitive implementation of UNCAC including through its review mechanism.</td>
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<td>Formulate project objectives that address gender-specific/targeted impacts of corruption.</td>
<td>Combating bribery where sex/sexual favours/the human body are used as the currency of the bribe through effective implementation of art.15 of UNCAC.</td>
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<td><strong>OUTCOMES</strong></td>
<td>Formulate outcomes that improve capacities to better incorporate gender in anti-corruption measures.</td>
<td>Gender is integrated in multi-stakeholder approaches to UNCAC implementation. Increased national capacities to produce gender-sensitive data and conduct sex-disaggregated statistical and analytical studies on corruption prevalence, patterns and typologies. Strengthen knowledge, attitudes, behaviour and practices of both men and women to address corruption.</td>
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<td>Formulate outcomes that seek to redress the gender-specific/targeted impacts of corruption.</td>
<td>Increased understanding and efforts to incorporate gender-sensitive national procurement policies such as encouraging the participation of women entrepreneurs in tender/contract calls.</td>
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<td>Formulate outcomes that expand opportunities for better gender-balanced participation.</td>
<td>Civil society organizations, including women’s groups and LGBTIQ+ groups, participate actively and effectively in the Implementation Review Mechanism of UNCAC. CSOs and women’s groups have improved their capacity and opportunities to influence anti-corruption reform.</td>
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<td><strong>OUTPUTS</strong></td>
<td>Formulate outputs to provide information as to how the project will impact the situation for women and men and individuals of diverse sexual orientation and gender identities.</td>
<td>Strengthened education on gender and corruption at schools and universities. Encouraging gender-specific elements in national anti-corruption strategies, gender-sensitive laws. Governments apply participatory and gender-responsive budgeting. Mainstream gender into all manuals, toolkits and training materials on corruption-related issues.</td>
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<td>Formulate outputs to provide information as to how the project addresses gender-specific/targeted impacts of corruption.</td>
<td>Increased capacity of service providers in creating gender-sensitive reporting mechanisms. Gender-sensitive reporting mechanisms are accessible for women in the context of whistle-blowing/witness protection measures. Anti-bribery legislation that clearly tackles bribery where sex/sexual favours/the human body are used as the currency of the bribe.</td>
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<td>Formulate outputs to provide information as to how the project will increase capacity of women leaders/participants.</td>
<td>Increase participation of women and individuals of diverse sexual orientation and gender identities groups to monitor/evaluate public service delivery.</td>
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<tr>
<td>RESULTS CHAIN</td>
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<td>Design activities targeting gender aspects in anti-corruption programming.</td>
<td>Workshops/TA on how to develop corruption and diagnostic tools/data that are sex-disaggregated and gender-sensitive. Develop and disseminate knowledge products on how the implementation of UNCAC could have differential impact on women and men.</td>
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<td>Design activities that address/redress gendered impacts of corruption.</td>
<td>[Promoting the increased numbers of women in police and judiciary should not be seen as a quick fix and should be done in conjunction with other measures promoting substantive gender equality] Commission an action-oriented research study/needs assessment on the situation of women law enforcement and justice professionals in country X. Assessment of women’s and individuals of diverse sexual orientation and gender identities equal access to public functions for law enforcement promotion opportunities. Develop action plans for justice institutions to enhance recruitment, retention and advancement of women justice professionals. Build the capacity of women law enforcement and justice professional associations to monitor the situation of women in justice institutions and advocate for legal and policy frameworks to ensure gender-sensitive working environments. Technical support to justice institutions/anti-corruption commissions/FIU’s to incorporate gender components into ethical codes of conduct and develop internal sexual harassment complaints mechanisms to capture instances of when sexual acts are the currency of corruption.</td>
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Practical examples from UNODC projects

- Encouraging participation of women in intergovernmental working groups, conferences, workshops and training.
- Education for Justice (E4J): modules on gender, ethics and integrity, and on corruption and gender.
- Albania: women’s groups developed and presented to government and national anti-corruption authorities’ recommendations on how to address the impact of corruption on women in the country.
- Indonesia: training of trainers to expand the participation of women in law enforcement agencies as agents of anti-corruption.
- Pacific: women’s groups part of development of their respective national anti-corruption strategies.
- Pacific Youth Anti-Corruption Innovation Lab: innovative anti-corruption measures with focus on gender.
Suggested actions for civil society and media
- Empowering women to become anti-corruption champions.
- Raising awareness on how corruption impacts men and women differently.
- How to advance gender equality and the empowerment of women in fighting corruption in sport.
- Understanding the different approaches of male and female anti-corruption champions and activists.
- Carrying out assessments on the gendered impacts of corruption in various governmental sectors.

Suggested actions for government and public institutions
- Assessing gender equality in the public recruitment processes and their representation at higher level posts.
- Strengthening the participation of women in developing gender-sensitive anti-corruption policies and measures.
- Encourage research and knowledge production on gender and corruption in the education system.
- Build gender-sensitive whistle-blower and witness protection systems.

LOGICAL FRAMEWORK: GUIDANCE FOR THE DEVELOPMENT OF GENDER-SENSITIVE INDICATORS

It can be challenging to ensure indicators are defined in such a way that can measure gender-related changes over time. Remember:

- Performance indicators should be formulated in a manner so that they are able to measure the changes for both women and men (and different groups of women and men) and to evaluate how successful the programme is in achieving transformative gender-related sustainable development results.
- All indicators should be disaggregated by sex wherever possible. But remember, sex ratios alone are insufficient indicators of gender equality. While equal participation and representation are supporting factors for achieving gender equality, alone they are insufficient.
- Measuring equal opportunities and equal access to resources for women and men is more qualitative in nature and more oriented towards outcomes of policies, processes and interventions.
- Adequate indicators for gender equality therefore focus on the substance and the quality of outcomes. This helps identify the gender-differentiated impact of our interventions.
- Suggest using a combination of quantitative and qualitative indicators to cross-check results.
- The advice of keeping indicators to a limited number so as not to overload the project still holds. However, care must be taken not to select only the easy ones that are less relevant to gender mainstreaming. When identifying gender indicators, pay attention to how to verify these.
### PERFORMANCE INDICATORS

<table>
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<tr>
<th>GUIDANCE FOR GENDER MAINSTREAMING</th>
<th>EXAMPLES OF GENDER INDICATORS</th>
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<tr>
<td><strong>QUANTITATIVE INDICATORS</strong></td>
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<tr>
<td>Measures quantity, number, ratio or percentage. Such data can show changes in gender equality over time (e.g., number of women in senior positions in justice institution compared to men). Important to mention targets to go beyond mere tracking of information – this provides more scope for transformative gender action.</td>
<td>The number of anti-corruption action plans developed in a gender-responsive manner (or the number of action plans that take into account the differential conditions or situations of men and women). Country X anti-corruption action plan includes at least one high-level result on gender equality and empowerment of women which will contribute to meeting SDG goals with reference to Goals 5 and 16. Number of standardized tools (e.g., public opinion surveys, rankings of various countries on the basis of their corruption levels, or level of bribery in private sector) that measure the frequency with which women face corruption in comparison to men. Number of standardized tools that include the possibility to specify the payment of bribes through services as well as sexual favours. The number or percentage of case studies or training modules where gender has been explicitly mainstreamed (or the number or percentage of case studies or training modules that address gender-related issues and gender stereotypes).</td>
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<tr>
<td><strong>QUALITATIVE INDICATORS</strong></td>
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<tr>
<td>Measure women and men’s experiences, opinions, perceptions and judgments. Such data is collected through participatory methodologies such as focus group discussions and social mapping tools or through surveys measuring perceptions and opinions.</td>
<td>Women and men’s experiences of corruption in the public services sector (identification of privatesector and/or procedures that men and women have different exposure to). Women and men’s attitudes with regard to reporting corruption and possible anti-corruption authorities, trust and perception of the government. Indicators could be developed in the form of a scale of questions about attitudes which could include attitude questions that reflect harmful gender stereotyping as well as reflecting more gender equitable views. For each indicator, three potential answers: I agree; I partially agree; I do not agree. This can assess changing attitudes about gender roles over time.</td>
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#### General tips
- Rather than using gender-neutral terms, such as experts, society, citizen, explicitly state men and women (and other individuals based on gender identity and expression where appropriate).

#### Tips on indicators for training/capacity-building
- Numbers of trainers and trainees disaggregated by sex and other characteristics is required for meaningful gender analysis (e.g., position in the organization).
- Consider including another indicator that measures whether the training and legal tools themselves mainstream a gender perspective.

#### Tips regarding surveys
- Disaggregate all relevant questions in a survey by sex, such as including the sex of both respondents and public officials.
- Measure the incorporating of gender-sensitive questions into the survey.
- User satisfaction surveys should be able to measure satisfaction with conditions or situations that affect men and women differently.

#### Tips regarding knowledge products
- Include number or percentage of reports, publications and conference proceedings that reflect the difference of impact on women and men.

#### Tips regarding beneficiaries
- Achieving a higher participation of an underrepresented or disadvantaged sex in a given activity is always desirable, however, the project is not necessarily gender-sensitive just because higher rates of women can take part in the programme. It does not necessarily mean that the programme is tailored to the needs of both men and women.
- Formulate indicators to measure changes in power relations between women and men over time, for example, increase in the number of female staff members in management positions.
- Clients should include representatives from various gender, age and ethnic groups.

#### Tips on indicators for training/capacity-building
- Measure the outcomes of the training on how the institution responds to different aspects faced by women and men and the promotion of gender equality.

#### Tips regarding beneficiaries
- An indicator to evaluate whether certain activities have been designed to take into account male and female needs.
3. PROJECT/PROGRAMME MANAGEMENT

STAFFING

- Does the assessment/formulation team include a member with gender knowledge/expertise?
- Has the formulation team informed itself substantively on the gender dimensions of the thematic area of work?
- Does the assessment/formulation team include women and men?
- Who participates in decision-making on the assessment/formulation team? Are women and men given an equal voice?
- Are there equal opportunities for women and men in terms of management and implementation arrangements of the project/programme?
- Have gender focal points in the region been contacted and included within the assessment/formulation team?
- Do women comprise an integral part of the assessment/formulation team?
- What are the costs connected to separate consultations with women and men?
- Would the project/programme benefit from including a gender expert?
- Was gender equality kept in mind when developing the budget?
- Is there a budget allocation to implement women’s empowerment and gender-sensitive activities?
- During implementation, are funds being spent as planned with regard to gender mainstreaming? If not, reallocate.

BUDGET

Including a gender perspective in the project/programme budget can mean that there is a separate budget line for the underrepresented sex, for example, if it is necessary to have special activities targeting women. However, it does not necessarily mean that the budget includes a separate women’s budget, but that the project/programme budgets include a gender equality perspective.

- Should the budget include support for travel if this is necessary to allow for women’s participation?
- What are the costs connected to separate consultations with women and men?
- Would the project/programme benefit from including a gender expert?
- Was gender equality kept in mind when developing the budget?
- Is there a budget allocation to implement women’s empowerment and gender-sensitive activities?
- During implementation, are funds being spent as planned with regard to gender mainstreaming? If not, reallocate.

MONITORING

It is important to monitor gender issues at both output and outcome levels of the log frame, not only in order to document results, but also to learn what has worked and what has not. There has been a tendency to merely document the results of activities and outputs, for example “number of women trained”. To understand the impact of a project/programme, objectives also need to be monitored such as women’s control and access to land; women’s access to resources; understanding and catering to women’s needs as well as men’s; and monitoring the assumptions for organizing training, that is, training that leads to enhanced empowerment, implementing policies of assumptions, such as the one that training leads to empowerment. This requires that the project includes gender-sensitive and gender-targeted indicators as well as collecting sex-disaggregated data.

For gender-sensitive evaluation, please use the UNODC Brief for Project/Programme Managers: Mainstreaming Gender in UNODC Evaluations. [3]
4. Examples of Gender Aspects in Anti-Corruption Projects/Programmes

A number of organizations such as Transparency International, the Organisation for Economic Co-operation and Development and the Anti-Corruption Resource Centre have reviewed a range of topics on gender and corruption and come to the conclusion that further research and analysis of how corruption, gender and other dimensions intersect is needed in order to create meaningful and effective anti-corruption measures. As the guardian of the United Nations Convention against Corruption, UNODC could play a key role in focusing on research that considers nuanced and inclusive notions of gender and corruption. The research highlighted below is meant to provide further guidance on the issues that may need to be dug deeper into during the situation analysis.

Examples of gendered impacts of corruption

- Corruption disproportionally affects those living in poverty, who are illiterate and unaware of their rights as they can’t afford bribes and therefore cannot access basic public services, such as health, education and social services.
- Women are poorer than men. Seventy per cent of the world’s poor are women.
- While many forms of corruption affect both men and women, given the unequal gender relations in society, women are more exposed to corruption and its consequences, as they often have more limited resources and less access to justice.
- Women’s lower social, political and economic roles and status give them less access to positions of power than men.
- Women’s role as the traditional caretaker of the family exposes them more often than men to petty corruption in social services such as food and water distribution, education and health-care services, the latter in particular in relation to reproductive health aspects.
- The providers of these services are disproportionately male which exposes women to other forms of corruption such as using the human body as the currency of corruption if they cannot afford to pay bribes.

Examples of gendered perceptions, attitudes and behaviours towards corruption

- Studies find gender differences in how men and women perceive and tolerate corruption.
- Women are perceived to be less involved in bribery and less likely to condone bribe taking.
- Although women tend to condemn corrupt behaviour more than men, they report corruption less often than men.

Examples of gender dynamics interplay with accountability and transparency

- Relying on harmful gender stereotypes might prevent the identification of cultural gendered preconditions in each context.
- Higher levels of gender equality and women’s participation in public life are associated with better governance and lower levels of corruption in many countries.
• Initial studies assumed women were less corrupt and this informed the approach of including women as an anti-corruption strategy. It is, however, more complicated than just “adding women and stirring”.
  • Depends on the nature of institutions and its decision-making structures and organizational culture.
  • Women are often not part of decision-making structures and have less access to resources and thus have fewer opportunities to be corrupt.
  • Diversity in general helps reduce corrupt networks by breaking old established networks thus creating more insight for a larger segment of the population.

Examples of a gendered approach to anti-corruption

• Shift from “just add women and stir” anti-corruption policies, as this reinforces harmful gender stereotypes, to applying a rights-based approach.
• Understand women in corruption both as potential victims and perpetrators.
• Anti-corruption policies must take into account a gendered perspective, use a rights-based approach, and examine stereotypes and power relations between men and women.
• Anti-corruption polices ought to take advantage of the possibility to directly implicate those most affected by corruption to co-construct anti-corruption policies.

The ongoing work of UNODC

• UNODC and UNDP are currently preparing a guide on corruption indicators, which will also include guidance on gender-specific data.
• UNODC has a forthcoming publication on gender and corruption, “Gender as an agent for change – Exploring the gender dimensions of corruption”.
• UNODC is also exploring collaboration with the Organisation for Security and Co-operation in Europe in Bosnia to build a gender perspective into the trial monitoring and analysis of criminal proceedings, which include corruption cases.
• UNODC research methodology to measure exposure to corruption should also be consulted.

<table>
<thead>
<tr>
<th>EXPERT GROUP MEETING ON GENDER AND CORRUPTION: BANGKOK, SEPTEMBER 2018</th>
<th>UNODC MANUAL ON CORRUPTION SURVEYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>This meeting explored actionable and practical ideas and strategies on how to mainstream gender in anti-corruption programming.</td>
<td>In responding to the need for more research and gender-disaggregated data to facilitate evidence-based policymaking, the UNODC Manual on Corruption Surveys includes ways in which gender can be considered in designing surveys, selecting the sample, training interviewers and conducting analysis.</td>
</tr>
<tr>
<td>Project/programme component</td>
<td>Question</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>1. Situation analysis</strong></td>
</tr>
</tbody>
</table>
| The problem                 | Does the background/context analysis of the project/programme examine:  
  (a) the different situations of women and men, boys and girls.  
  If so, what strategies will be implemented to address gender-related constraints to tailor the deliverables to meet the needs of both sexes  
  (b) the expected impacts the project/programme will have on the different groups.                                                                 |     |     |            |           |
| Counterpart capacity        | Are women/gender-focused groups, associations or gender units in partner organizations consulted in the project/programme development?                                                                 |     |     |            |           |
| Strategic context           | Is the different impact of policies, regional and national strategies on women and men, boys and girls considered?                                                                                       |     |     |            |           |
| Synergies with other projects/programmes | Are lessons learned and best practices on gender equality and women's empowerment incorporated? Have key findings and recommendations emanating from relevant research, other United Nations entities and project/programme evaluations been incorporated? |     |     |            |           |
| Target groups               | Does the project/programme include strategies to reach out/identify the underrepresented sex that would benefit from the project/programme?                                                          |     |     |            |           |
| Gender equality and women's empowerment | Does the project/programme include targeted actions for gender equality and women's empowerment? Are gender aspects included in non-targeted actions?                                              |     |     |            |           |
| Human rights                | Have national and/or international policies on women's rights been consulted?                                                                                                                            |     |     |            |           |
### 2. Project/programme description

<table>
<thead>
<tr>
<th>Location and duration</th>
<th>Does the project/programme ensure that both women and men can access and participate in project/programme activities (target at least 30 per cent of whichever gender is underrepresented)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical framework:</td>
<td>Are outcomes, outputs and activities designed to meet the different needs and priorities of women and men, boys and girls?</td>
</tr>
<tr>
<td>Engendering the</td>
<td></td>
</tr>
<tr>
<td>results chain</td>
<td></td>
</tr>
<tr>
<td>Logical framework:</td>
<td>Does the results framework include gender-responsive indicators, targets and a baseline to monitor gender equality and women’s empowerment results?</td>
</tr>
<tr>
<td>Guidance for the</td>
<td></td>
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<tr>
<td>development of</td>
<td></td>
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<tr>
<td>gender-sensitive</td>
<td></td>
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<tr>
<td>indicators</td>
<td></td>
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</tbody>
</table>

### 3. Project/programme management

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Is there gender-balanced recruitment of project/programme personnel and gender-balanced representation in project/programme review committees?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Have adequate financial resources been allocated for the proposed gender activities?</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td>Will the project/programme collect and use sex-disaggregated data and qualitative information to analyse, monitor and evaluate its implementation in a gender-sensitive manner?</td>
</tr>
</tbody>
</table>

*Comments are mandatory for each question answered “No” or “Partially”.

1. In accordance with article 1 of the Convention on the Rights of the Child which defines a child as "every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier". United Nations, *Treaty Series*, vol. 1557, No. 27531.


FURTHER READING


Schwindt-Bayer, L. and Thomas, A. (2016) *Does the Presence of Women in Politics Reduce Corruption in Latin America?*


