

Brief for evaluation team members: Mainstreaming gender in UNODC evaluations

Our principles: The Sustainable Development Goals (SDGs) recognise that the realization of gender equality is a necessary condition for peaceful, prosperous and sustainable development and that the systematic mainstreaming of a gender perspective into the implementation of the Agenda is crucial for success. This is stated in the UNOV/UNODC Strategy for Gender Equality and the Empowerment of Women (2018–2021)¹.

Holding us accountable: UNODC is explicitly mandated and committed to mainstream gender in all aspects of its work while contributing to a world safer from drugs, crime and terrorism. Since 2012, the entire UN System adopted an Action Plan on gender equality (UN-SWAP) that includes a specific Performance Indicator on how gender is mainstreamed in evaluations². UNODC aspires to the highest standards in the evaluation process which include mainstreaming gender throughout the course of the evaluation in compliance with UN-SWAP and United Nations Evaluation Group (UNEG) Norms & Standards³

UNODC frequently works with very technical themes, from countering organised crime to preventing terrorism and corruption, where it is difficult to *see the human face* and therefore how programmes/projects are affecting male and female beneficiaries differently. This means that the gender dimension of interventions is not always that obvious, but it is always there. **There are no gender-neutral interventions when you are ultimately working to improve the lives of people, women and men, and girls and boys.**

Evaluations are key tools for organisational reflection and learning in this regard. They can help us move beyond just counting women and men in our trainings. Gender responsive evaluations can (for example) help us **understand why and how projects and programmes are promoting gender equality** or, on the contrary, how we are contributing to perpetuating inequality among men and women, and girls and boys. Evaluations can also **point us to new partners** that can help UNODC better integrate gender issues into our programming.

The purpose of this brief

In line with UNEG Norms & Standards, In-Depth Evaluations (IDEs) and Independent Project Evaluations (IPEs) at UNODC request **relevant gender capacity and commitment in the evaluation team**. It is **important that everyone in the evaluation team is aware of the main components and methods** required for gender mainstreaming as gender-responsive evaluation processes and products are the **responsibility of all evaluators involved**. There are many challenges and limitations that can impact the process and, therefore, the extent to which evaluation standards are maintained. In this regard, the **Independent Evaluation Section (IES)** is meant to play a unique role **providing ongoing guidance and support** to evaluators when integrating gender in evaluations and ensuring that quality standards are met throughout the evaluation process. In the case of IDEs, IES's role is even more influential as it is in charge of managing the evaluation.

This brief is **tailored for use by the evaluation team throughout the different stages of the evaluation**. It prioritises **key steps** that can help make an evaluation gender-responsive. **At the end of the document you will find an infographic that illustrates all these steps**. However, please bear in mind that this is meant to be a very quick and simple overview aimed at a broad audience of evaluators with different levels of expertise on gender. If you feel that the tone is too basic, that the document is just stating the obvious or you simply want to dig deeper into the theme, you should read the **guiding documents referenced at the end of the brief and the UNODC Evaluation Handbook**⁴.

¹ See: https://www.unodc.org/documents/Gender/UNOV-UNODC_Strategy_for_Gender_Equality_and_the_Empowerment_of_Women_2018-2021_FINAL.pdf

² For more details: <http://uneval.org/document/detail/1452>

³ For more details: <http://www.unevaluation.org/document/detail/1616>

⁴ See: <https://www.unodc.org/unodc/en/evaluation/evaluation-handbook.html>

Practical tips to mainstream gender throughout the evaluation process in UNODC

Gender-responsive evaluations are inherently participatory. The participation of the evaluation team starts in the inception phase, which is possibly the most important to ensure that an evaluation is gender-responsive. There are five elements that are essential to get it right: a) **Engaging session** with the project/programme team; b) A preliminary **gender assessment**; c) An engendered **desk review**; d) A disaggregated **stakeholder inventory**; and, e) An engendered **evaluation matrix**.

Inception of the evaluation

- ✓ **Engaging session with project/programme manager:** The evaluation will not be gender-responsive if the main stakeholders are not on board. Therefore, it is crucial to start the process with a **session with the project/programme manager and, in the case of IDEs, the IES** to: a) discuss the extent of gender equality/gender mainstreaming in the design and implementation of the project/programme; and, b) get a common understanding on what a gender-responsive evaluation entails and share good practices. This is; what are the expectations of the project/programme team and the IES? and how the evaluation can meet them? It is important that everyone is aware of the main components and methods required. It is also important to highlight that gender-responsive evaluation processes and products are the responsibility of all parties involved.

This should not be a stand-alone initial step but a **way of doing things**. Gender-responsive evaluations are participatory processes where spaces are created for interaction of the different evaluation stakeholders to ensure **learning, utility and ownership** of the evaluation process and products. **Exchange and dialogue** between the evaluation team and the project/programme manager are essential. In IDEs it will be the IES's responsibility to organise this important session. In the case of IPEs, it is the responsibility of the project/programme manager and evaluation team to hold such a session.



- ✓ **A preliminary gender assessment:** The depth of a gender analysis in an evaluation depends on the presence of gender in the project/programme design. This is why it is essential to conduct a quick gender analysis at this stage. The UNODC template for inception reports has a section on “preliminary findings and hypotheses of the desk review”. It is there where you can reflect the results of this preliminary gender analysis. The following are standard questions that can guide you:

- How **gender** is reflected (or not) in **the design** (results framework, indicators, activities, etc.).
- How gender is reflected (or not) **in the progress reports and monitoring data** (Is disaggregated data available? How gender issues are being addressed? For example, do the reports contain information on what have been the project/programme contributions to the empowerment of women?)
- An assessment of how **conducive the context** (political, institutional, cultural) is for gender mainstreaming. **This is really important** for UNODC as it often operates in highly patriarchal contexts and/or with teams and partners that lack gender expertise.
- How **stakeholders** (both women and men) have participated in the various stages and activities of the project/programme. This is typically where you will get more information; i.e. how many women and men have participated in trainings. **Try to go beyond these numbers**. For example, how is the management and governance structure of the project set up? Where are the women? What do they do? And the men?

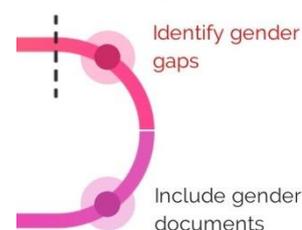


Important Note! You can mainstream gender in the evaluation **even if it is not at all present in the project/programme!** If in your initial assessment you see that the initiative is gender blind, we will still be interested to learn more about:

- ✓ The **reasons** for this failure: are they political, practical, budgetary, time-related, limited know-how?
- ✓ **Potential partners** that may help the project/programme to integrate a gender dimension in the future.
- ✓ Whether the intervention had a **negative effect** on women (or have not reached them as much as men).
- ✓ **Any limitation** you may encounter during the evaluation for integrating gender

- ✓ **An engendered desk review:** This means three things a) identifying **relevant information** in the desk review that can answer your preliminary gender questions; b) being vigilant and documenting the **gender gaps** (what gender information should have ideally been there but it is not), and; c) identifying and consulting **additional documents** that can give you an overview of the key gender dimensions of the theme you are evaluating. You can typically use publications from UN Women⁵ or feminist researchers from academia or from reputable Civil Society Organisations⁶. For example, in the IDE of the Global Programme against Trafficking in Persons (GLOT59) and the Global Programme Against Smuggling of Migrants (GLOT92)⁷, the working paper “Beyond Borders: Exploring Links between Trafficking and Gender” by the Global Alliance Against Traffic in Women (GAATW, 2010)⁸ was a valuable resource to understand the complexities of the experiences of people victims of trafficking. In case there is no gender expertise in the project/programme, ask the IES and/or the UNODC Gender Team for advice.

Preliminary documents



- ✓ **Disaggregated list of stakeholders:** Make sure that the list of stakeholders compiled by the project/programme manager in the Terms of Reference is disaggregated by gender. There are two main reasons why the inventory of stakeholders should be disaggregated by sex; a) It will provide immediate information about how women and men are represented in the project/programme and; b) it will help selecting a list of respondents to the evaluation that is as gender-balanced as possible. If you see that the presence of men or women is disproportionate among the stakeholders, you can start asking why this is happening as part of the evaluation questions.



Gender experts - If among the **Core Learning Partners (CLP)** there is a lack of expertise on gender issues, liaise with the IES and the project/programme manager to identify and mobilise it among project/programme stakeholders. If gender expertise is not available among stakeholders, reach out to gender experts. These are people or institutions not necessarily involved in the initiative with recognised expertise on gender and the sector/thematic area. **Their inputs during the evaluation will be essential** to understand the key gender issues related to the project/programme.

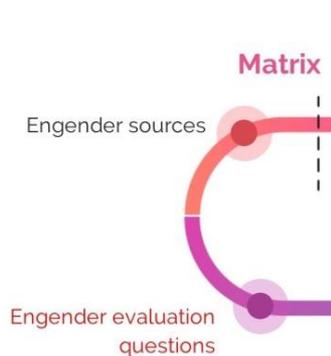
Good gender experts can be found in governmental departments dealing with gender and women’s empowerment; UN entities (UN-Women, UNFPA and UNAIDS, for example); the academia; and reputable Civil Society organisations. The **UNODC Gender Team can surely give good advice in this regard.**

⁵ This is a good place to look: <http://www.unwomen.org/en/digital-library/annual-report>

⁶ For example: <https://www.awid.org/publications>

⁷ For final evaluation report: https://www.unodc.org/documents/evaluation/indepth-evaluations/2017/GLOT59_and_GLOT92_Human_Trafficking_and_Migrant_Smuggling_Mid-term_In-Depth_Evaluation_Report_Sept2017.pdf

⁸ http://www.gaatw.org/publications/WP_on_Gender.pdf



✓ **An engendered evaluation matrix:** The elaboration of gender specific and gender-sensitive evaluation questions will help to ensure gender responsiveness throughout the evaluation. An eternal dilemma for even the most seasoned evaluators is how to integrate them without expanding the list of questions too much. This is not an easy task, but it is a very important one because evaluation questions direct the enquiry. A general advice to mainstream gender in the matrix is trying to **integrate gender sensitive questions in all or relevant evaluation criteria** and add **only one or two gender specific questions in the Gender Equality and Human Rights criterion** (a list of gender sensitive questions can be found in annex 3 of the referenced “Guiding Document. Gender-responsive evaluations in the work of UNODC”).

SOME TIPS TO ENGENDER THE EVALUATION MATRIX

- ✓ **Gender unpacking** – For example, under the question “How did the project/programme meet the interests and needs of beneficiaries?” You may reformulate as “How did the project/programme meet the specific interests and needs of women and men beneficiaries? This is a rather obvious tip, but some examples can be subtler; “To what extent are the outcomes and objectives of this programme relevant to implementing the Sustainable Development Goals, including SDG 5?”
- ✓ **Humanise organisations** – Typically UNODC’s partners are governmental organisations. A common impact question could be; “To what extent has the project/programme increased the level of awareness on (for example) illicit money flow in partner organisations?” You can humanise the question like; “To what extent has the project/programme increased the level of awareness on illicit money flow in representatives of partner organisations, both men and women?”
- ✓ **Engender the sources** –You may have a relevance question such as; “Was the project clearly aligned with the stakeholders’ strategic frameworks?” In the source column of the matrix (where are we getting the information from) you may have “National, regional and international strategies to counter terrorism” or “Donors National Action Plan”. You may engender the sources by adding “Governmental National Strategies, including those promoting gender equality”.

Check if UNODC is putting the money where its policy is, by considering this gender-related question under the efficiency criteria; “To what extent were resources (funding, human resources, time, and expertise) allocated appropriately, including to gender mainstreaming?”

Data collection

There are numerous issues, some subtler than others, that are important to have in mind during data collection. Four aspects are especially relevant to consider; a) **Power** dynamics; b) Engendered data collection **tools and spaces**; c) Balanced **representation** and gender expertise; and d) Using a **mix-method** approach.

- ✓ **Power dynamics:** Gender shapes the distributions of power at all levels of society. So firstly, it is important **you are aware of your own power as an evaluator**. Evaluators have the power to decide who to speak to and to grant more credibility to some voices than to others. Be aware of your own gender bias! Secondly, be aware of power dynamics when organising and conducting focus groups or group interviews, meetings and workshops. It is not only important women are represented; they also should be able to speak and be heard. For example, you wouldn’t want to organize a group interview with women victims of gender-based violence and perpetrators. The evaluators should try to ensure an enabling environment for openness.



Source: Evaluation of Sub-Programme 5 in UNODC Myanmar

- ✓ **Engendered data collection tools and spaces:** Make sure that the gender questions in the evaluation matrix make it to the data collection tools (focus groups, interviews, surveys, etc.). This means that a) **gender issues are put forward** to respondents; and, b) **data collection spaces and tools are adapted** to the specific

contexts of men and women (for example, time and place of an interview/focus groups should take into consideration the gendered division of labour). In many occasions, setting up spaces and dynamics that are culturally appropriate to talk to women may increase the cost and time of data collection. Especially if it is necessary to organise separate spaces for women (for example, in case of sensitive issues such as Gender Based Violence) or engage a female translator when talking to women in specific cultural contexts. Communicate the Project/Programme team that you need **enough resources and logistics** are provided for **effective inclusion and participation of women and men** in the evaluation.

- ✓ **Balanced representation and gender expertise:** Often UNDOC operates in very male-dominated environments. Even so, it is important trying to get the **list of respondents as gender balanced as possible**. Additionally, you should also reach out, possibly at the beginning of the field mission, to **gender experts** to make sure you know where to look to incorporate the most relevant gender issues.

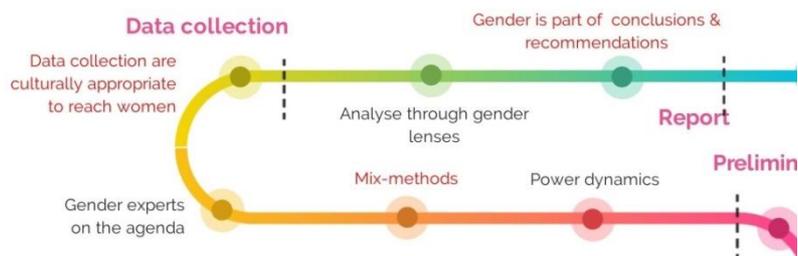
Not enough time to put gender on the agenda - Often you will struggle to get on the agenda everybody that you need to see. Also, interviews and focus groups tend to be too short to ask all you need to ask. So, then... how can you fit gender into the busy schedule?

- ✓ Communicate that you need this extra time to the Project/Programme team. You are going to have the support of the IES!
- ✓ Prioritise key respondents to ask gender-related questions.
- ✓ Organise a focus group on gender with key stakeholders.



- ✓ **Mixed – methods approach:** From a gender perspective, quantitative information often leaves important aspects “unexplained”. For example, the number of women working in the security sector may be interpreted as a positive change. However, there is research suggesting that when compared to male officers, female officers are at an increased risk for being assaulted in conflict situations. Is the project/programme considering the risks of these potentially threatening situations to female officers? If you can generate this type of deeper qualitative information you may end up recommending mitigating measures to ensure their safety at work.

Source: UNODC website



Data analysis and writing of the evaluation report

The most important aspect at this stage is to analyse the information gathered through gender lenses. This checklist can help keep them on:

- Specify all **gender-sensitive data collection methods used** and the limitations you have encountered.
- **Analyse information in a disaggregated manner** when possible. For example, when analysing survey responses see if men and women give you different information.
- Make sure that you include **gender-related findings under each (or most) of the evaluation criteria** following the evaluation matrix.
- Do a traceability check. Make sure that all **gender findings are reflected under the conclusions**.
- You can **also cluster all this information under the “Gender Equality and Human Rights Chapter”**

in the UNODC template.

- Make sure gender-related findings and conclusions are accompanied by an appropriate **gender-related recommendation** but also try to engender other recommendations. Make ensure that the recommendations are actionable and implementable and/or a strategic reason for them not to be.
- Provide **sex-disaggregated list of stakeholders and respondents** of the evaluation while ensuring confidentiality and anonymity.
- Ensure **non-sexist language**, avoiding stereotypes, and inclusive writing.

It is very useful to organise a **debriefing discussion with the programme manager/team (and the IES in IDEs)** to discuss findings, conclusions and recommendations. It will enhance learning and utility of the evaluation results. Make sure you schedule time for it!

Follow-up of the evaluation

If engaged in an IDE, make sure that during the meeting to present the evaluation results to stakeholders and Member States **gender findings and recommendations are clearly positioned and communicated** using a gender-sensitive and inclusive language.

Was this brief helpful? Please let us know (unodc-ies@un.org)

For further reading:

- UNODC/IES (2018). **Guiding Document. Gender-responsive evaluations in the work of UNODC.**
- UNEG (2017). **Good practices for integrating gender equality and human rights in evaluation:** <http://www.unevaluation.org/document/download/2695>
- UNEG (2014). **Integrating Human Rights and Gender Equality in Evaluation:** <http://www.unevaluation.org/document/detail/161>

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