

## Brief for project/programme managers: 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 Strategy for Gender Equality and the Empowerment of Women (2018–2021)<sup>1</sup>

**Holding us accountable:** UNODC is explicitly committed and mandated to mainstream gender in all aspects of our work while contributing to a world safer from drugs, crime and terrorism. Specifically, UNODC is mandated to ensure the highest standards in the evaluation process. This includes mainstreaming gender throughout the course of the evaluation in compliance with United Nations Evaluation Group (UNEG) Norms & Standards<sup>2</sup> and Evaluation Performance Indicator (EPI) of the UN-SWAP<sup>3</sup>.

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 projects/programmes are affecting male and female beneficiaries differently. This means that the gender dimension of projects and programmes is not always 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, girls and boys.**

**Gender mainstreaming** 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 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 perpetuated. The ultimate goal is gender

### A note from UNODC Gender Team

*Gender equality is an overarching and long-term development goal. Gender mainstreaming is not a goal in itself but a set of context-specific, strategic approaches as well as a technical and institutional processes adopted to achieve gender equality. Achieving this goal requires systematic and purposeful integration of gender at all stages of the project cycle—from strategic planning, design, implementation, monitoring and evaluation of all UNODC programmes and projects.*

**Evaluations are key tools for organisational reflection and learning** in this regard. Gender-responsive evaluations can help us move beyond just counting women and men in our trainings. They can (for example) help us **understand why and how our projects and programmes are promoting gender equality** and the empowerment of women and girls or, on the contrary, how UNODC is contributing to perpetuating inequality among men and women, and girls and boys.

Ultimately, gender-responsive evaluations can help UNODC managers **design new projects/programmes** and **enhance knowledge** on what works, what does not and why in relation to gender equality and the empowerment of women. In line with the UNODC Evaluation Handbook<sup>4</sup>, through the timely incorporation of recommendations and lessons learned into decision-making processes, gender-responsive evaluation aims at **making programming and UNODC at large more effective and efficient.**

<sup>1</sup> [https://www.unodc.org/documents/Gender/UNOV-UNODC\\_Strategy\\_for\\_Gender\\_Equality\\_and\\_the\\_Empowerment\\_of\\_Women\\_2018-2021\\_FINAL.pdf](https://www.unodc.org/documents/Gender/UNOV-UNODC_Strategy_for_Gender_Equality_and_the_Empowerment_of_Women_2018-2021_FINAL.pdf)

<sup>2</sup> For more details: <http://www.unevaluation.org/document/detail/1616>

<sup>3</sup> For more details, see: <http://uneval.org/document/detail/1452>

<sup>4</sup> [https://www.unodc.org/documents/evaluation/Evaluation\\_Handbook\\_new/UNODC\\_Evaluation\\_Handbook.pdf](https://www.unodc.org/documents/evaluation/Evaluation_Handbook_new/UNODC_Evaluation_Handbook.pdf)

## The purpose of this brief

UNODC needs to ensure that all evaluations integrate a gender perspective. For this to happen, **project/programme managers have a crucial responsibility**. Their active commitment is essential and necessary.

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 project/programme managers and evaluators when integrating gender in evaluations and ensuring that quality standards are met throughout the evaluation process. In the case of in-depth evaluations (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 project/programme managers 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**.

Please bear in mind that this is meant to be a very quick and simple overview aimed at a broad audience of project/programme managers 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 **documents referenced at the end of the brief**. As an evaluation quality assurance tool, you can also use the **gender mainstreaming checklist** (see annex 4 of the "Guiding Document. Gender-responsive evaluations in the work of UNODC").

## Practical tips to mainstream gender throughout the evaluation process in UNODC

### Preparation for the evaluation

From the perspective of a project or programme management team, the preparation phase<sup>5</sup> is the most important to ensure that an evaluation is gender-responsive. There are **four elements** that are essential to get it right: a) Engendering **the ToRs** for the evaluation (including integrating gender-related questions); b) Disaggregating **the list of stakeholders**; c) Compiling the **preliminary documents** with gender in mind; and d) Ensuring gender expertise in **the evaluation team**.

- ✓ **Engendering the ToRs:** In UNODC evaluations you are responsible for drafting the ToRs of the evaluation in consultation with the IES. Make sure you include at this stage a **brief gender analysis** when describing the project/programme (in the *Background and Context* section of the ToRs template). The following are standard questions that can guide your analysis:



- How **gender** is reflected (or not) in **the design** of the project/programme (results framework, indicators, activities, etc.).
- How gender is reflected (or not) **in the progress reports** and the monitoring data. Is sex-disaggregated data available? If not, why? 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? If not, why?
- How **conducive the context** (political, institutional, cultural, etc.) is for gender mainstreaming? **This is really important** for UNODC as the Office often operates in highly patriarchal contexts and/or with teams and partners that lack gender expertise.

<sup>5</sup> Please refer to the UNODC Evaluation Handbook for further reference on the different phases of the evaluations: [https://www.unodc.org/documents/evaluation/Evaluation\\_Handbook\\_new/UNODC\\_Evaluation\\_Handbook.pdf](https://www.unodc.org/documents/evaluation/Evaluation_Handbook_new/UNODC_Evaluation_Handbook.pdf)

As part of the preparation of the ToRs, you will be asked to propose evaluation questions that, after IES’s review, the evaluation team will later review and adjust if necessary. Make sure you integrate **relevant gender-sensitive questions in all or in several evaluation criteria and add only one or two gender specific questions in the Gender Equality and Human Rights criterion**. You can find a list of gender-sensitive questions in annex 3 of the “Guiding document Gender-responsive evaluations in the work of UNODC”, referenced at the end of the brief.



- ✓ **Disaggregating the list of stakeholders:** You will be asked to produce a **list of stakeholders** who can provide inputs into the evaluation. There are two main reasons why this **list** 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 in selecting a list of respondents that is as gender-balanced as possible.



**Gender experts:** When engaging the **Core Learning Partners (CLP)** of the evaluation, make sure that gender expertise among project/programme stakeholders is mobilized. If among the project/programme stakeholders there is a lack of expertise on gender issues, please reach out to gender experts. These are people or institutions not necessarily involved in the project/programme, 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.

You can find good gender experts in governmental departments dealing with gender equality and women’s empowerment; UN entities (UN-Women, UNFPA and UNAIDS, for example); the academia; and reputable Civil Society organisations. In case there is no gender expertise who can point in the right direction in house (this is in the UNODC department or country office managing the project or programme), **ask the IES and/or the UNODC Gender Team for advice.**

- ✓ **Compiling the preliminary desk review:** Try to engender the preliminary body of documents put together for the evaluation team (in the annex of the ToRs). This means two things a) identify **relevant information** that can answer the preliminary gender questions (see “questions that can guide your analysis” under *Engendering the ToRs*); b) identify **additional documents** that can provide an overview of the key gender dimensions of the theme being evaluated. As in the case of gender experts, if no one has this knowledge in the project/programme team please consult with the UNODC Gender Team or with the IES.



- ✓ **Ensuring there is gender expertise in the evaluation team:** Make sure you get a person particularly **knowledgeable about gender issues and gender sensitive methodologies** in the evaluation team. Include the specific requirement in the ToRs for the evaluators (either the Lead Evaluator or a team member).



To ensure that the team members have the appropriate expertise, when assessing the CV or during the initial interview: a) look/ask for examples of previous evaluations where a gender methodology was explicit; b) look/ask for specific trainings on gender mainstreaming in evaluations or in the thematic area.

## Implementation of the evaluation

There are **four elements** that are essential during the implementation of the evaluation: a) **engaging session** with the evaluation team and, in the case of in-depth evaluation, with the IES; b) feedback to the **inception report**; c) organisation of **field mission(s)**; and d) **review** of the evaluation report.

- ✓ **Engaging session with the evaluation team (and the IES)** - It is crucial to start the process with a **session with the evaluation team**, and the IES for in-depth evaluations to: a) discuss the extent of gender equality/gender mainstreaming in the design and implementation and; b) get a common understanding on what a gender-responsive evaluation entails and share good practices. This is; what are the expectations? and how the evaluation can meet them?

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.

- ✓ **Gender-sensitive feed-back to the inception report** - You will have the opportunity to provide feedback to the inception report of the evaluation. This is where the evaluation team lay out what is their understanding of the project/programme and their preliminary assumptions to be tested during the evaluation. This is also where they detail the methodology they will be using during the evaluation. While providing feedback to the inception, please make sure that:
  - The **preliminary assumptions chapter** includes a gender analysis. This analysis should reflect and expand on the one you did initially for the ToRs.
  - The **methodology** includes a specific section on how gender will be addressed in the evaluation.
  - Evaluation **questions** are still adjusted to integrate gender in several of the evaluation criteria.
  - There is a **specific unit of analysis** on gender equality and human rights.
  - The methods proposed for **data collection are adapted to the specific contexts** of men and women involved in the project or programme (for example, are the questions culturally suitable?) and all the tools are able to capture gender issues relevant to the evaluation questions.
  - Is there any **other relevant information** that you should provide to the evaluation team (e.g. information that you did not consider gender-relevant before)?
- ✓ **The field missions** - Defining field missions in detail is tremendously important to ensure a gender-responsive process. It is essential that you help setting the **agenda in advance** to be able to ensure a balanced representation of women and men among respondents and to complete it with gender expertise, resorting if necessary to stakeholders outside the project or programme.



Make sure that resources and logistics are **provided for effective** inclusion and participation of women and men in the evaluation. In many occasions, reaching out to gender experts and especially 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, human trafficking or HIV/AIDS; or in sensitive cultural contexts where women have limited mobility) or engage female translators.

- ✓ **Reviewing the evaluation report** - The most important aspect at this stage is helping the evaluation team keep gender throughout the evaluation report. This check-list can help during your revisions:
  - See that all **gender-sensitive methods used** and the limitations encountered are included (to the best of your knowledge) in the methodology of the report.
  - See that there are **gender-related findings under each (or most) of the evaluation criteria** following the evaluation matrix



- of the inception report.
- Do a traceability check: Are all **gender-related findings reflected under the conclusions**? Are there any lessons-learnt on gender that have been missed? Is all the information there?
- Are gender-related findings and conclusions accompanied by an appropriate **gender-related recommendation**? Do you have a clear understanding about how they are going to be taken forward? Make ensure that gender-related recommendations are actionable and implementable and/or a strategic reason for them not to be.
- Is there a **sex-disaggregated list of stakeholders** of the evaluation that ensures confidentiality and anonymity of all stakeholders?
- Does the report use **non-sexist** and inclusive writing?

It is very useful to organise a **debriefing discussion with the evaluation 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

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Three last points to bear in mind once the evaluation report has been finalised:

- ✓ Ensure **large dissemination** of the findings and recommendations of the evaluation with all stakeholders who have an interest, and explicitly those that are affected by gender issues, ensuring the inclusion of women and men and organisations of right holders.
- ✓ Make use of gender -related findings, recommendations and lessons learnt to **inform future decision-making and planning** and **work closely with partners** to make the necessary changes for any future phase of the programme/project or for a new programme/project design.
- ✓ Update the **evaluation follow-up plan** at least once per year to show your advancements in reaching gender equality.



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

### For further reading:

- UNODC IES (2018). **Guiding Document. Gender-responsive evaluations in the work of UNODC.**
- UNODC (2017). **Evaluation Handbook:**  
[https://www.unodc.org/documents/evaluation/Evaluation\\_Handbook\\_new/UNODC\\_Evaluation\\_Handbook.pdf](https://www.unodc.org/documents/evaluation/Evaluation_Handbook_new/UNODC_Evaluation_Handbook.pdf)
- 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/1616>
- UNODC-IES (2017) **IES Meta-Analysis of evaluation reports 2015-2016:**  
[http://www.unodc.org/documents/evaluation/Meta-Analysis/UNODC\\_IES\\_Evaluation\\_Meta-Analysis\\_2015-2016.pdf](http://www.unodc.org/documents/evaluation/Meta-Analysis/UNODC_IES_Evaluation_Meta-Analysis_2015-2016.pdf)

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