

# **GENDER-RESPONSIVE EVALUATIONS IN THE WORK OF UNODC**

## **GUIDING DOCUMENT**

Prepared for: UNODC Independent Unit of Evaluation (IEU)

Prepared by Cristina Santillán Idoate and Eva Otero Candelera, Gender experts/Evaluators

Date: 8 June 2018

## Contents

Acronyms and abbreviations .....	2
1. Introduction .....	3
2. Gender mainstreaming – A United Nations agreed upon strategy .....	4
3. Gender-responsive evaluations at the UN .....	5
4. UNODC efforts and progresses in mainstreaming gender in evaluations .....	6
5. What does gender-responsive evaluation stand for? .....	7
6. Practical Steps - Effective gender mainstreaming in all phases of the evaluation process .....	10
Pre-Phase - Project/programme design and approval .....	10
Phase 1 – Planning .....	11
Phase 2 – Preparation .....	12
Phase 3 – Implementation .....	13
Phase 4 – Follow-up .....	15
Annex 1. Recommended Resources .....	16
Annex 2. Glossary of Terms - Clarifying the concepts .....	19
Annex 3. Suggested gender-sensitive evaluation questions .....	22
Annex 4. Suggested gender mainstreaming checklist for evaluations .....	24
Annex 5. Brief - Gender-responsive evaluations: Looking at programme/project design .....	26
Annex 6. Brief - Gender-responsive evaluations: Looking at stakeholders' involvement .....	30
Annex 7. Brief - Gender-responsive evaluations: Looking at capacity-building work .....	34

## Acronyms and abbreviations

CEB	Chief Executives Board
CLP	Core Learning Partners
ECOSOC	Economic and Social Council
EPI	Evaluation Performance Indicator
GEEW	Gender Equality and Empowerment of Women
GPML	Global Programme against Money Laundering
HRBA	Human Rights Based Approach
IDE	In-Depth Evaluation
IEU	Independent Evaluation Unit
IPE	Independent Project Evaluation
M&E	Monitoring and Evaluation
PI	Performance Indicators
PRC	Programme Review Committee
SMART	Specific, measurable, achievable, relevant and time-bound
ToR	Terms of Reference
UN	United Nations
UNEG	United Nations Evaluation Group
UNODC	United Nations Office for Drugs and Crime
UN-SWAP	United Nations System Wide Action Plan on Gender Equality and the Empowerment of Women

# 1. Introduction

This Guiding Document for Gender-Responsive Evaluations in the work of the United Nations Office for Drugs and Crime (UNODC) is aimed at (1) presenting the most important frameworks for gender-responsive evaluations, (2) explaining what a gender-responsive evaluation entails and (3) providing practical guidance to mainstream a [gender perspective](#) throughout the various stages of the evaluation process: planning; preparation; implementation; and, follow-up.

It is a Guiding Document meant to inform all types of evaluation conducted by UNODC's evaluation function, both mid-term and final independent project evaluations (IPE) and in-depth evaluations (IDE) (including cluster and joint evaluations)<sup>1</sup>.

It is conceived as an internal tool directed at in particular the evaluation teams and programme/project managers, as well as other parties involved in the evaluation process, such as Core Learning Partners (CLPs)<sup>2</sup>. It is also available to all UNODC staff interested in mainstreaming a gender perspective in evaluation.

It was prepared and reviewed by Cristina Santillán Idoate and Eva Otero Candelera, external consultants specialized in gender and evaluation, under the guidance of the IEU. The consultants were informed by their experience of participating as gender experts in UNODC evaluation teams<sup>3</sup>, the fruitful exchange with IEU staff, their academic background and professional experience, and a thorough literature review on gender mainstreaming in evaluations, mainly United Nations Evaluation Group (UNEG) norms, standards and guidelines and UNODC gender mainstreaming and evaluation guidelines. It includes a section with [resources](#) related to the topic and a [glossary](#) with a brief definition of terms and concepts (See [Annex 2](#)).

It is a “living document” that will continue to be updated based on practical experiences of gender mainstreaming in UNODC evaluations, new literature on the topic and future revisions of UNODC evaluation and gender mainstreaming policies, guidelines and tools. The latest version of this Guiding Document will always be available on the UNODC evaluation website<sup>4</sup>.

The document is divided into the following thematic sections: (i) gender mainstreaming as a United Nations (UN) strategy, (ii) evaluation and gender mainstreaming in the UN with a particular focus on the UN-SWAP, (iii) UNODC efforts and progress regarding gender mainstreaming in evaluation, (iv) definition of gender-responsive evaluation, as well as (v) practical steps for effective gender mainstreaming throughout the evaluation process. Furthermore, additional resources are provided in the annexes: in particular, a list of references, glossary, exemplary gender evaluation questions, and a gender mainstreaming checklist for the UNODC evaluation process. The annexes section also includes three briefs on relevant aspects of programming: project/programme design ([Annex 5](#)), stakeholders' involvement ([Annex 6](#)), and capacity-building efforts ([Annex 7](#)). The briefs give essential guidance when looking at these programmatic aspects from a gender perspective in the framework of an evaluation at UNODC. They include checklists and suggest bibliographical resources.

---

<sup>1</sup> See Chapter 3 of UNODC Evaluation Handbook (2017) for details on the different types (or modalities) of evaluation undertaken within UNODC.

<sup>2</sup> See Chapter 3 of UNODC Evaluation Handbook (2017) for details on the different parties that may be involved in an evaluation process and their responsibilities.

<sup>3</sup> Specifically: in-depth mid-term evaluation of the Global Programme against Trafficking in Persons (GLOT92), 2017; in-depth evaluation of the Global Programme against Money Laundering, Proceeds of Crime and the Financing of Terrorism (GLOU40), 2017; and, the in-depth cluster evaluation of global research projects of the Research and Trend Analysis Branch (RAB), 2018.

<sup>4</sup> UNODC Evaluation Site: <http://www.unodc.org/unodc/en/evaluation/index.html>

## 2. Gender mainstreaming – A United Nations agreed upon strategy

[Gender mainstreaming](#) is the strategy adopted by the UN for integrating [gender equality](#) and the [empowerment of women](#) in programming. In 2006, a [UN system-wide policy on gender equality and the empowerment of women](#) was developed. It included a strategy calling for a “United Nations System-Wide Action Plan including indicators and timetables, allocation of responsibilities and accountability mechanisms and resources in order to make the strategy of gender mainstreaming operational”.

**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 equality. ([ECOSOC, 1997](#))

Thus, in 2012, the UN Chief Executives Board (CEB) for Coordination adopted the [System-wide Action Plan on gender equality and the empowerment of women \(UN-SWAP 1.0\)](#). Since 2013, on a yearly basis, all UN entities were to self-assess and report on progress to meet the 15 commonly agreed upon Performance Indicators (PI) for tracking six (6) components on gender mainstreaming: accountability, results based management, oversight (including evaluation), human and financial resources, capacity, and knowledge exchange and networking. In 2018, UN-SWAP 2.0, an update of the existing framework, will come into effect incorporating lessons learnt from the first 5 years of implementation, strengthening requirements and addressing UN contributions to gender results in the context of the SDGs.

### UN-SWAP Components and Performance Indicators

<b>Accountability</b>	<ul style="list-style-type: none"> <li>•1. Policy and plan</li> <li>•2. Gender responsive performance management</li> </ul>
<b>Results-based management</b>	<ul style="list-style-type: none"> <li>•3. Strategic planning</li> <li>•4. Monitoring and reporting</li> </ul>
<b>Oversight through monitoring, evaluation and reporting</b>	<ul style="list-style-type: none"> <li>•5. <b>Evaluation</b></li> <li>•6. Gender responsive auditing</li> <li>•7. Programme review</li> </ul>
<b>Human and financial resources</b>	<ul style="list-style-type: none"> <li>•8. Financial resource tracking</li> <li>•9. Financial resource allocation</li> <li>•10. Gender architecture</li> <li>•11. Organizational culture</li> </ul>
<b>Staff capacity and competency in gender mainstreaming</b>	<ul style="list-style-type: none"> <li>•12. Assessment</li> <li>•13. Development</li> </ul>
<b>Coherence / coordination and knowledge information management</b>	<ul style="list-style-type: none"> <li>•14. Knowledge generation and communication</li> <li>•15. Coherence</li> </ul>

**Two-pronged Approach - Systematic integration of gender considerations + gender targeted interventions.** Gender mainstreaming is a context-specific strategy put in place to achieve gender equality and the empowerment of women. Practice has shown that a two-pronged approach has greater potential for achieving its intended goals. It combines (1) gender considerations and indicators integrated across all the components and outcomes of a project/programme with (2) gender-targeted interventions and outcomes that address a particular disadvantaged group that has experienced discrimination. In many cases, gender-targeted interventions address women’s needs, interests and rights because of their historical [discrimination](#).

### 3. Gender-responsive evaluations at the UN

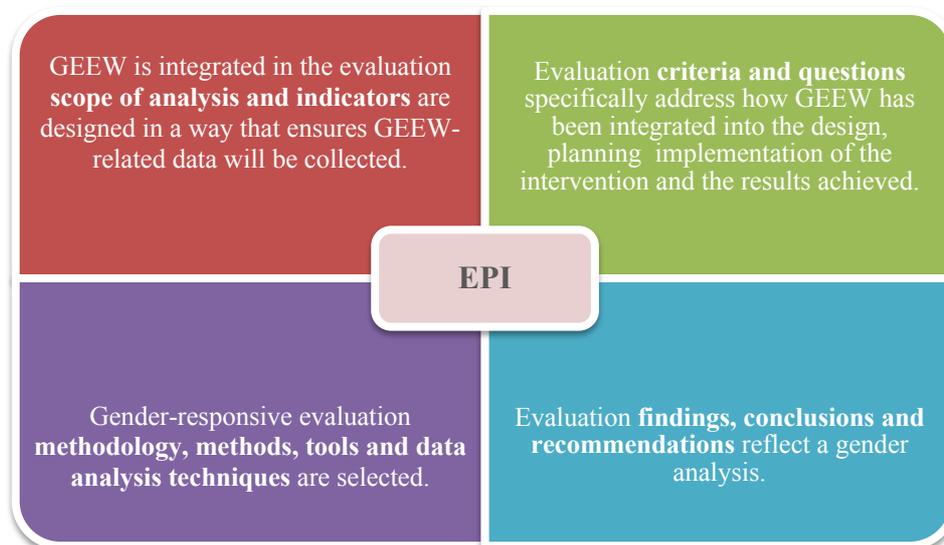
The Oversight component of the UN-SWAP includes three (3) Performance Indicators (PI). One of them (PI number 5) is dedicated to evaluation and is linked to meeting the gender-related UNEG Norms & Standards and demonstrating effective use of the UNEG guidance on integrating human rights and gender equality in evaluation.

For this purpose, the UNEG Working Group on Gender Equality and Human Rights developed a [Technical Note and Scorecard of the Evaluation Performance Indicator \(EPI\)](#). It is aimed to support more systematic and harmonized reporting through the use of a common tool that allows for improved comparability across UN entities. The unit of analysis selected as most feasible was the evaluation report. Thus, the EPI should be solely based on an assessment of evaluation reports completed in the reporting year. The Technical Note specifies the below criteria for the assessment of integration of Gender Equality and the Empowerment of Women (GEEW) in the evaluation reports. [Further details on each criterion](#) are provided later.

The **United Nations Evaluation Group (UNEG)** is a network that develops evaluation Norms and Standards. UNEG Norms and Standards highlight the need for people centred evaluation and for evaluators to consider human rights and gender equality in their work. As the integration of human rights and gender equality remains a challenge for UN entities, UNEG developed the [Handbook “Integrating Human Rights and Gender Equality in Evaluation –Towards UNEG Guidance”](#). It was endorsed at the UNEG Annual General Meeting in March 2011 and is accompanied by the [UNEG Guidance “Integrating Human Rights and Gender Equality in Evaluation”](#), developed in 2014.

The Office of the United Nations High Commissioner for Human Rights (OHCHR) explains that [Human Rights Based Approach \(HRBA\)](#) and gender mainstreaming are different approaches but complementary and mutually reinforcing and can be undertaken without conflict or duplication<sup>5</sup>. For further details on the integration of both approaches in evaluations, see [UNEG \(2014\). Integrating human rights and gender equality in evaluations. Guiding Note.](#)

#### UN-SWAP Evaluation Performance Indicator (EPI) Criteria<sup>6</sup>



According to “UN-SWAP EPI 2015 Reporting Cycle Results”<sup>7</sup>, Evaluation was one of the areas with the least amount of progress in the period 2012-2014, and projections show that 100% compliance with EPI will not be met until 2033. Several institutional challenges at the UN entities level were identified<sup>8</sup>:

- UN entities work on evaluation and gender policies, strategies and guidelines takes time.

<sup>5</sup> Source: OHCHR (2006). Frequently asked questions on a Human-rights based approach to development cooperation. Accessible at: <http://www.ohchr.org/Documents/Publications/FAQen.pdf>

<sup>6</sup> Source: UNEG. UN-SWAP Individual Evaluation Scoring Tool. Accessible at: <http://www.uneval.org/document/download/2149>

<sup>7</sup> Accessible at: [www.unevaluation.org/document/download/2536](http://www.unevaluation.org/document/download/2536)

<sup>8</sup> Source: ImpactReady (December 2016). Review of UN-SWAP Evaluation Performance Indicator Reporting. Synthesis Report. Commissioned by the UNEG Working Group on Gender Equality and Human Rights. Accessible at: <http://uneval.org/document/download/2634>

- Integration and analysis of gender equality and women’s empowerment aspects into project/programme design is still weak, which limits evaluations to assessing *whether* gender was considered rather than *how effectively*.
- Evaluations are often guided more by evaluation ToR and the evaluation policy of the entity than the UNEG Guidance, which calls for both evaluation policies and ToR referencing the UNEG Guidance.
- Limited in house human resources for supporting gender-responsive evaluations.
- Limited resources (budget) to engage gender experts in evaluation exercises.
- Challenges of finding evaluation consultants with a background in gender equality and gender-responsive evaluation processes and a strong knowledge of the required technical field under evaluation.

The “UN-SWAP EPI 2016 Reporting Cycle Results”<sup>9</sup> concluded that that evaluation reports were just barely “satisfactorily integrating” the 4 UN-SWAP assessment criteria; the weakest area of evaluation reports assessed continued to be gender-responsive methods. Although progress integrating gender equality in evaluation systems across the UN system was commendable, there was still room for improvement in ensuring a common understanding about what it means to integrate gender equality in evaluation and thus to meet the requirements for UN-SWAP.

#### 4. UNODC efforts and progresses in mainstreaming gender in evaluations

In line with the [UNOV/UNODC Strategy for Gender Equality and the Empowerment of Women \(2018-2021\)](#), UNODC strives towards ensuring that a gender perspective is actively and visibly mainstreamed in all practices, policies and programmes. Specifically, the integration of gender equality in all steps of the evaluation process is of utmost importance to the UNODC evaluation function. Thus, the UNODC Evaluation Function committed to fully mainstream gender equality throughout its work pillars and to continue reporting on the integration of gender dimensions into UNODC evaluations.

The UNODC Evaluation Policy, as the main guiding document that set forth the principles and organizational framework for evaluation, is aligned with the UNEG Norms, Standards and Ethical Guidelines. As such, UNEG guidelines for integrating gender equality and women’s empowerment in evaluations become guiding principles for all UNODC evaluations. Specifically, UNODC requires evaluations to consider to what extent its interventions have integrated a gender perspective and addressed issues such as power relations and social transformation, equal inclusion and participation, and the empowerment of women and marginalized groups.

Aware that gender equality and women’s empowerment are often only briefly mentioned and glossed over in the project/programme documents and not specifically assessed during the evaluations, the IEU has engaged in thoroughly mainstreaming the gender, and human rights, perspectives into the whole evaluation process. These efforts have included:

- Reviewing the evaluation handbook and templates and developing specific guidelines and tools. This Guiding Document is an example.
- Ensuring, to the extent possible, gender and regional balance on all evaluation teams, and gender mainstreaming capacity.
- Including gender experts on evaluation teams conducting in-depth evaluations to guide gender-responsive and inclusive evaluation processes as well as to further strengthen and facilitate organizational learning.
- Ensuring training to enhance evaluation function expertise and capacity for gender-responsive evaluation
- Having members from the evaluation function actively participate in and contribute to the UNEG working group on human rights and gender equality.
- Raising awareness of internal and external stakeholders about both issues.
- Yearly reporting on the UN-SWAP EPI.

---

<sup>9</sup> Accessible at: [www.unevaluation.org/document/download/2685](http://www.unevaluation.org/document/download/2685)

## 5. What does gender-responsive evaluation stand for?

Gender-responsive evaluations pay attention to the principles of non-discrimination and equality, inclusion and participation as well as fair power relations in two ways: (a) in what is examined in the evaluation, and (b) in how the evaluation itself is carried out.

- ❖ **What does a gender-responsive evaluation examine?** Gender mainstreaming should not be treated as a goal, but as a means to reach the development objective of gender equality. In this regard, gender mainstreaming *per se* does not necessarily and automatically lead to gender equality outcomes and changes in gender power relations. Thus, gender-responsive evaluations will focus both on the results as well as the project/programme strategies, processes and practices, including gender mainstreaming. Specifically, it will examine: (1) the gender equality [issues](#) and [relations](#) that are central to the project/programme; (2) the extent to which the project/programme has integrated a gender perspective (gender mainstreaming) in design, planning, implementation and Monitoring and Evaluation (M&E); (3) the progress (or the lack thereof) towards intended results regarding gender equality and women's empowerment; (4) the degree to which gender power relations have changed as a result of the project/programme; and, (5) the way in which the project/programme is responding to and affecting the rights, needs and interests of different stakeholders, including women, men, boys, girls, sexual minorities, people with disabilities, transgender people, etc.
- ❖ **How is a gender-responsive evaluation undertaken?** By using mixed, inclusive, respectful and participatory approaches, methods and tools that capture gender equality issues. Gender-responsive evaluations focus on creating spaces for the diversity stakeholders involved in the project/programme to engage directly in the evaluation and take some ownership over the evaluation process.

**Diverse people, diverse experiences and diverse factors of discrimination:** Although most UN gender related policies and guidelines, this Guiding Document included, refer mostly to women and men, gender equality serves to the advantage of both men and women, girls and boys and all individuals/groups marginalised and/or discriminated against on behalf of their gender (transgender people for example) and cannot be achieved without the full engagement of all of them. Furthermore, men and women are subject to different, often contextually specific, forms of discrimination (e.g. due to [gender identity](#), class, religion, caste, ethnicity, age, disability, sexual orientation, location, among others). Thus, gender-responsive evaluations should be sensitive to and include all these diverse forms of discrimination that women and men face.

## Gains of gender-responsive evaluations



## Characteristics of gender-responsive evaluations (as defined by UNEG<sup>10</sup>)

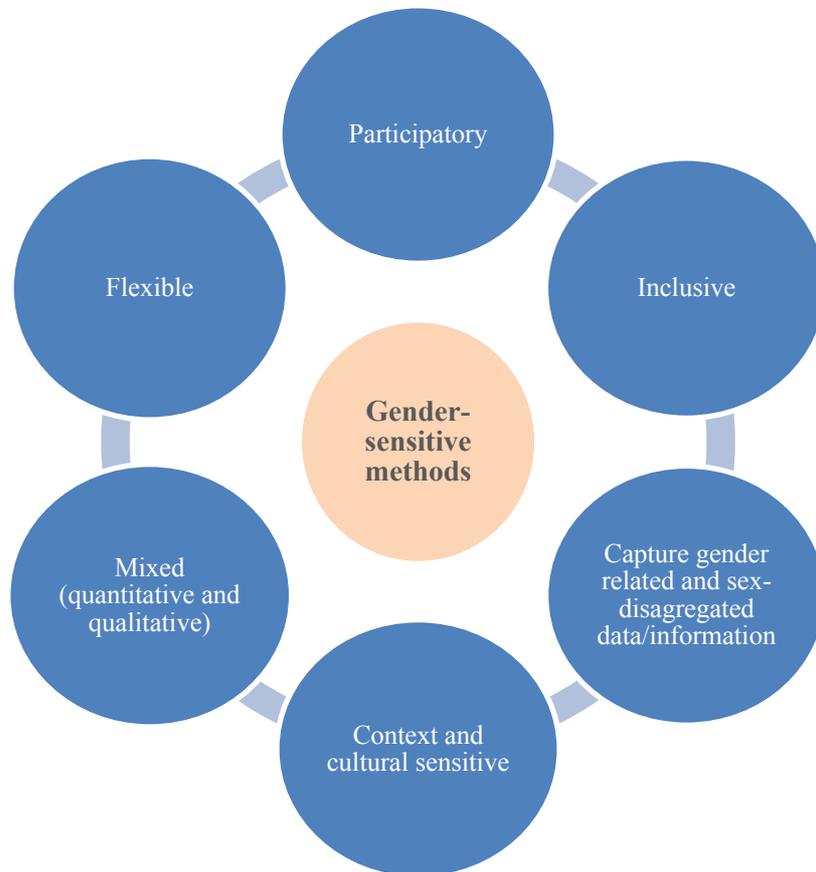
	CRITERIA	ANNOTATION
1	GEEW is integrated in the evaluation <b>scope of analysis and indicators</b> are designed in a way that ensures GEEW-related data will be collected.	The evaluation will analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design and how GEEW results have been achieved. It requires an assessment of the extent to which an intervention being evaluated has been guided by organizational and system-wide objectives on GEEW. Indicators for the evaluation of the intervention should include GEEW dimensions and/or additional indicators are identified specifically addressing GEEW; mixed indicators (including quantitative and qualitative indicators) are preferred.
2	Evaluation <b>criteria and questions</b> specifically address how GEEW has been integrated into the design, planning and implementation of the intervention and the results achieved.	GEEW dimensions are integrated into all evaluation criteria and questions as appropriate and/or criteria derived directly from GEEW principles are used (e.g. equality, participation, social transformation, inclusiveness, empowerment, etc.)
3	Gender-responsive evaluation <b>methodology, methods and tools, and data analysis techniques</b> are selected.	– Triangulation of data is done to ensure that the voices of both women, men, boys and girls are heard and used; additional time or resources (time, staff, funds) to implement a gender-responsive approach is considered and planned for; mixed-method approach is preferred to make visible diverse perspectives and promote participation of both women and men, boys and girls from different stakeholder groups

<sup>10</sup> These are the four (4) criteria under assessment as part of the UN-SWAP Review. Each criteria is rated on a scale of 1–3 (with 3 being the highest) and the ratings are combined to give the total score. More information about UN-SWAP, including the scoring tool, technical note and additional guidance, can be found on the UNEG website at the following link:

<http://www.uneval.org/document/details/1452>

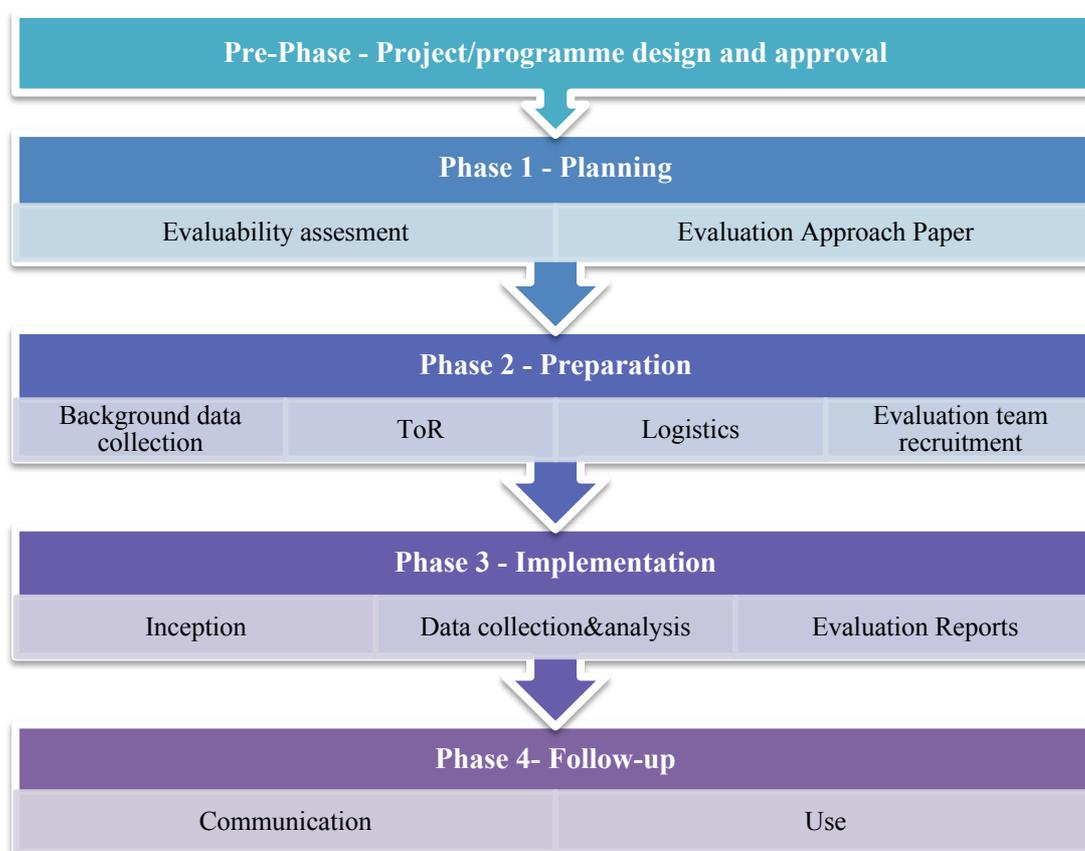
	<ul style="list-style-type: none"> <li>- Data collection methods including desk reviews, focus groups, interviews, surveys, etc. are identified and accompanying tools, e.g. questionnaires, observational tools, interview guides etc. developed integrating GEEW considerations (e.g. interview guides ensure that women and men are interviewed in ways that avoid gender biases or the reinforcement of gender discrimination and unequal power relations, etc.).</li> <li>- During data screening and data analysis, special attention is paid to data and information that specifically refer to GEEW issues in the intervention, and making the best possible use of these in the overall assessment of the intervention.</li> </ul>
<p>4 Evaluation <b>findings, conclusions and recommendations</b> reflect a gender analysis.</p>	<p>The evaluation report's findings, conclusions and recommendations should reflect a gender analysis. The evaluation report should also provide lessons/challenges/recommendations for conducting gender-responsive evaluation based on the experience of that particular evaluation</p>

### Characteristics of gender-sensitive evaluation methods



## 6. Practical Steps - Effective gender mainstreaming in all phases of the evaluation process

### Phases in UNODC evaluations



### Pre-Phase - Project/programme design and approval

Although not strictly a stage of the evaluation process, the design phase of a project/programme affects its evaluability<sup>11</sup>. During the programme/project design phase, managers need to consider what and how will be evaluated within a given period and allocate appropriate capacity, time and resources. It is essential to develop Specific, Measurable, Achievable, Relevant and Time-bound (SMART) outcomes, outputs and indicators and to establish a solid M&E system to ensure that valid information will be available for the evaluation.

A gender-responsive design will conduct gender-sensitive situation analysis and needs assessment. Thus, gender related issues and inequalities related to thematic area, targeted population and

According to **UNODC Interoffice Memorandum "Evaluation in the Planning process"** (May 2011)<sup>1</sup>, at the programme level, before being considered for endorsement by the Programme Review Committee (PRC), all country/regional and thematic programmes must be cleared by IEU. In particular IEU will be asked to propose a concrete evaluation methodology for all programmes at the planning phase itself. Besides, IEU will be invited for the performance reviews of all country/regional and thematic programmes. At the project level, for all projects to be cleared by PRC, consultation with IEU will be made mandatory. Subsequently, when PRC meets to consider the project, IEU will be invited to attend the meeting. For all projects approved using direct approval methodology, all submitting offices will have to certify that IEU has been consulted and that their comments have been included in the approved document.

<sup>11</sup> Evaluability is defined as the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. Evaluability assessment calls for the early review of a proposed activity in order to ascertain whether its objectives are adequately defined and its results verifiable (Source: OECD-DAC. 2002. Glossary of key terms in evaluation and result based management. Accessible at: <http://www.oecd.org/derec/dacnetwork/35336188.pdf>). For further details on IEU guidelines on evaluability assessment, see: Evaluation Handbook (chapter 7) and the evaluability assessment template

cultural and geographic context would be clearly identified at the start of the project/programme. This information needs to feed directly into the definition of the project/programme theory and the logical framework in order to increase the likelihood that the project/programme will achieve gender related impact as well as to facilitate its assessment.

At present, gender equality is not systematically addressed in all UNODC projects and programmes. In this regard, and as previously mentioned, there is a continued need to build the capacity of the institution and the persons (e.g. through the provision of training and guidance, the engagement of gender expertise, the enhancement of high-level and individual commitment and the strengthening of organisational gender equality policies, among others). In this regard, evaluation can serve as a way to incentivize and hold organisations accountable for addressing gender quality and gender mainstreaming in programming.

<b>Recommended Steps for programme/project managers when designing and approving a project/programme</b>	
	<ul style="list-style-type: none"> <li>✓ Ensure gender-sensitive situation analysis and needs assessment.</li> <li>✓ Ensure gender-sensitive benchmark survey or baseline study.</li> <li>✓ Carry out a <a href="#">gender impact assessment</a> to identify the potential positive and negative impacts of the project/programme on women and men considering the multiple discrimination factors that both face.</li> <li>✓ Ensure gender-sensitive Theory of Change and logical model/framework, with <a href="#">gender related goals, objectives and outcomes</a> and clear targets based on available information and consultation with stakeholders.</li> <li>✓ Carry out a gender-sensitive stakeholder mapping and analysis where gender related actors are identified and gender capacities presented.</li> <li>✓ Establish a robust M&amp;E system with quantitative and qualitative <a href="#">gender-sensitive indicators</a> and tools to collect <a href="#">sex-disaggregated data</a>.</li> <li>✓ Assess the institutional capacity for integrating gender in all phases and at all levels of the project/programme.</li> <li>✓ Ensure gender capacity through: (1) availability of guidelines and toolkits; (2) engagement of gender experts; (3) specific trainings; and, (4) job descriptions with responsibilities for gender mainstreaming.</li> <li>✓ Conduct a preliminary gender evaluability assessment as part of a more general evaluability assessment in order to assess the strength of the programme/project design and logic to remedy any weaknesses. Specifically, it will help the programme/project manager and team identify whether the project/programme has adequately addressed gender equality issues and whether data, indicators and M&amp;E methods and tools are adequate to support the assessment of gender equality and gender mainstreaming efforts during the evaluations planned.</li> </ul>

## Phase 1 – Planning

The planning phase of an evaluation is crucial to make sure gender equality aspects are properly addressed throughout the evaluation. Besides, it is the phase to establish the foundations for a gender-sensitive evaluation process (how the evaluation is undertaken). Thus, it is important that during this phase gender knowledge and capacity are mobilised.

<b>Recommended Steps in the Planning Phase</b>	
<b>Evaluability assessment</b>	<ul style="list-style-type: none"> <li>✓ The evaluability assessment is carried out by the programme/project manager.</li> <li>✓ Among others, it should assess the evaluability of the gender dimensions of a project/programme, specifically the integration of a gender perspective in programme/project design and its results and impact on both women and men and the changes on gender relations (see <a href="#">Annex 5</a> with guidelines for assessing</li> </ul>

	<p>programme/project design)<sup>12</sup>.</p> <ul style="list-style-type: none"> <li>✓ A meeting can be organised with IEU to discuss the results of the evaluability assessment and agree on a way forward to address gender equality aspects and integrate gender-sensitive methodologies in the evaluation.</li> <li>✓ If there is no possible to do an evaluability assessment at this stage, the evaluation team will have to undertake one during the inception phase.</li> </ul>
<b>Evaluation Approach Paper<sup>13</sup></b>	<ul style="list-style-type: none"> <li>✓ An Evaluation Approach Paper is only necessary in in-depth evaluations. It is prepared by the IEU.</li> <li>✓ The Evaluation Approach Paper should clarify which and how gender equality aspects will be addressed and propose gender-sensitive methodology for the evaluation process. Gender related stakeholders should be identified and gender-sensitive criteria established for all aspects of an evaluation process, mainly for the evaluation purpose and the capacity of the evaluation team.</li> <li>✓ IEU could organise a briefing meeting on the gender aspects of the evaluation process with programme/project manager and CLP.</li> <li>✓ This Guiding Document should be made available to all parties involved in the evaluation process.</li> </ul>

## Phase 2 – Preparation

Recommended Steps in the Preparation Phase	
<b>Background data collection</b>	<ul style="list-style-type: none"> <li>✓ All data, information and documentation relevant to gender issues must be gathered. It should be project/programme related data and information but also external documentation on the gender context (research papers, national statistics on gender equality and women’s empowerment, and others).</li> <li>✓ Sex-disaggregated data must be compiled.</li> <li>✓ When data/ information relevant to gender is missing, methods and tools can be included in the evaluation to capture new data or strengthen the existing one.</li> </ul>
<b>Evaluation ToR</b>	<ul style="list-style-type: none"> <li>✓ When preparing the ToR, it is important to mobilise gender knowledge and capacity. Specifically, it is recommended to look for advice on integrating gender in evaluation processes at the IEU level. This collaboration might help to focus on relevant gender issues and guarantee a gender-responsive ToR.</li> <li>✓ Specific strategies may need a particular gender approach. For example, if the programme/project has a strong capacity-building component a number of issues should be considered from this early stage (see <a href="#">Annex 7</a> for details).</li> <li>✓ ToR should include: <ul style="list-style-type: none"> <li>– Gender related and sex-disaggregated data and analysis</li> <li>– Integration of gender in scope, findings, conclusions and recommendations.</li> <li>– Integration of gender as a stand-alone criterion and across other criteria.</li> <li>– Gender-sensitive evaluation questions to investigate differences in participation, benefits and results between women and men and to assess integration of gender perspectives in the project/programme cycle. See <a href="#">Annex 3 with a list of suggested evaluation questions</a> to assess gender aspects in an evaluation.</li> <li>– A comprehensive stakeholder analysis must be carried out ensuring that</li> </ul> </li> </ul>

<sup>12</sup> For further details, see Section on Evaluability (pp. 56-60) on [UNEG \(2014\). Integrating human rights and gender equality in evaluations](#)

<sup>13</sup> An Evaluation Approach Paper is a reference document providing preliminary information on the evaluation process, and roles and responsibilities of the main evaluation stakeholders, including the Core Learning Partnership (CLP), within this process. An Evaluation Approach Paper is drafted by IEU in order to guide the evaluation stakeholders in the preliminary steps to take for an evaluation. This ensures common understanding of the evaluation objectives, tasks and processes (Source: UNODC IEU. Evaluation Approach Paper. Available at:

[https://www.unodc.org/documents/evaluation/Tools/EVALUATION\\_APPROACH\\_PAPER\\_TEMPLATE.pdf](https://www.unodc.org/documents/evaluation/Tools/EVALUATION_APPROACH_PAPER_TEMPLATE.pdf)

	<p>gender related stakeholders and diverse groups (of men and women) are included in the evaluation process. (See <a href="#">Annex 6</a> for more details on this aspect).</p> <ul style="list-style-type: none"> <li>✓ ToR must specify the need for gender expertise among the team of evaluators.</li> <li>✓ ToR must clearly call for gender-responsive methodology and products.</li> <li>✓ ToR could make reference and include the UN-SWAP Technical Note and Scorecard references. They could also include the <a href="#">suggested gender mainstreaming checklist (see Annex 4)</a>.</li> <li>✓ See “UNODC IEU Evaluation ToR Guidelines”<sup>14</sup> for further details.</li> </ul>
<b>Evaluation team recruitment</b>	<ul style="list-style-type: none"> <li>✓ A gender expert, or a person particularly knowledgeable about gender issues and gender sensitive methodologies, should be part of in-depth evaluations teams. In independent project evaluations, gender expertise will be required from at least one member of the evaluation team.</li> <li>✓ In all evaluations, the evaluation team must have the capacity to develop gender-sensitive indicators, identify, collect and analyse sex-disaggregated data and gender related information using a mix of different methods, specifically qualitative and participatory methods.</li> <li>✓ An effort should be made to have both men and women and different cultural backgrounds represented in the evaluation team. In independent project evaluations, local expertise should be used (women and men).</li> <li>✓ A valuable resource to identify appropriate evaluators with gender expertise is the UN Women Roster of Evaluators<sup>15</sup>.</li> </ul>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>✓ Define field missions in detail is tremendously important to ensure a gender-responsive process. It is important to set the agenda in advance to be able to complete it with gender expertise, including resorting to stakeholders outside the project (the bellwethers<sup>16</sup>).</li> <li>✓ In many occasions, reaching the most marginalised groups (illiterate women, rural people with disabilities, women in prison, transgender people, religious minorities, etc.) may increase the cost and time of data collection. Resources and logistics should provide for effective gender mainstreaming, inclusion and participation in the evaluation.</li> </ul>

### Phase 3 – Implementation

Recommended Steps in the Implementation Phase	
<b>Evaluation team briefing</b>	<ul style="list-style-type: none"> <li>✓ As an initial step, it is recommended to plan for some time (2 days for example) for the evaluation team to carry a thorough desk review of UNODC evaluation handbook and guidelines, including gender and human rights specific guidelines. It is important that all evaluation members are knowledgeable of UNODC evaluation standards and gender specific guidelines. It is also recommended to organise an on-line briefing session with evaluation team, programme/project manager and IEU. During this session, the gender expert should brief the rest of the team on what a gender-responsive evaluation entails. It is important that the whole team is aware of the main components and methods required. It is important to highlight that gender-sensitive data collection and gender analysis will be the responsibility of all members of the evaluation team with the guidance of the gender expert.</li> <li>✓ Interviews with programme/project manager and team at HQ are very useful at</li> </ul>

<sup>14</sup> Accessible at <https://www.unodc.org/unodc/en/evaluation/normative-tools.html> - ToR

<sup>15</sup> Accessible at: <https://evalconsultants.unwomen.org/>

<sup>16</sup> Bellwethers are those that lead or indicate trends. Gender related bellwethers are essential in gender-responsive evaluations, particularly in a context like at UNODC with limited gender expertise in the projects. The identification of bellwethers is based on the experience of the evaluation team, their thematic expertise and a discussion within the evaluation team and with project managers.

	<p>this stage. They enhance ownership of the evaluation, they provide critical information for the inception report and they help to ensure that the evaluation will respond to the needs of the different stakeholders taking into consideration the limitations.</p>
<b>Desk review</b>	<ul style="list-style-type: none"> <li>✓ Review all documentation with a ‘gender lens’, identifying all data, information and stakeholders relevant to gender issues.</li> <li>✓ Identify any missing information and request it from the programme/project manager.</li> <li>✓ If necessary, search for additional documentation to assess gender aspects of the project/programme. Specifically, review information produced by gender actors (gender national machineries; women, gender focused and feminist organisations; academics working in the area of gender studies; UN Women; and, others).</li> </ul>
<b>Inception Report</b>	<ul style="list-style-type: none"> <li>✓ Include preliminary gender analysis based on documentation reviewed.</li> <li>✓ Include a specific section on how gender will be addressed in the evaluation.</li> <li>✓ Adjust evaluation questions to ensure appropriate gender-sensitive questions.</li> <li>✓ Include gender-sensitive indicators in the evaluation matrix</li> <li>✓ Propose gender-responsive methods, tools and data analysis frameworks.</li> <li>✓ Include specific questions related to gender equality and human rights in all the data collection tools (i.e. interviews, focus groups and survey protocols).</li> <li>✓ Update the stakeholders map and identify key stakeholders on gender issues, ensuring participation of both women and men and all marginalised groups and representation of right holders’ organisations.</li> <li>✓ Include measures to mitigate potential barriers and sources of exclusion.</li> <li>✓ Ensure a gender-sensitive language in all data collection tools and spaces.</li> </ul>
<b>Data collection</b>	<ul style="list-style-type: none"> <li>✓ A group discussion with the project/programme team on gender equality/gender mainstreaming in project design and implementation is very useful at this stage.</li> <li>✓ If the time and logistics allow for it, identify and engage any new stakeholder that might provide relevant information on gender aspects relevant for the project/ programme under evaluation.</li> <li>✓ Follow all gender related guidelines for data collection included in the Inception report.</li> </ul>
<b>Data analysis</b>	<ul style="list-style-type: none"> <li>✓ Systematic gender analysis for all evaluation criteria.</li> </ul>
<b>Draft and final Report</b>	<ul style="list-style-type: none"> <li>✓ Gender-responsive report writing has to be conceived and thought of from the beginning of the evaluation process. Specifically, the evaluation reports (draft and final) should: <ul style="list-style-type: none"> <li>– Specify the gender-sensitive methods used and include quantitative and qualitative data on the impact of the project/programme on women and men.</li> <li>– Include findings and conclusions on the impact of the project/programme for women and men and for gender relations.</li> <li>– Include findings and conclusions on the integration of a gender perspective (gender mainstreaming) in the programme/project.</li> <li>– Make recommendations for follow-up projects integrating gender aspects.</li> <li>– Include lessons learnt on gender equality impact and gender mainstreaming.</li> <li>– Ensure non-sexist language/avoidance of stereotypes and inclusive and gender-sensitive writing.</li> <li>– Present the variety of stakeholders and informants of the evaluation.</li> </ul> </li> </ul>
<b>Quality assurance</b>	<ul style="list-style-type: none"> <li>✓ Programme/project manager, IEU, evaluation team as well as other parties involved in the evaluation process can use the <a href="#">gender mainstreaming checklist (Annex 4)</a> for quality assurance.</li> </ul>

## Phase 4 – Follow-up

<b>Recommended Steps in the Follow-up Phase</b>	
<b>Communication</b>	<ul style="list-style-type: none"><li>✓ Ensure large dissemination of the process, findings and recommendations of the evaluation with all informants and stakeholders who have an interest and/or are affected by gender issues, ensuring the inclusion of women and men and organisations of right holders.</li><li>✓ Large and inclusive dissemination may require:<ul style="list-style-type: none"><li>– Sufficient time and resources</li><li>– Different moments, spaces and ways of sharing the evaluation results</li><li>– Translation and user-friendly versions of the report.</li><li>– Communication tools (Power Point, Prezi, videos, community meeting/talk, etc.) adapted to the different audiences.</li><li>– Messages adapted to the stakeholders’ background, interest and responsibility.</li></ul></li></ul>
<b>Use</b>	<ul style="list-style-type: none"><li>✓ Ensure that gender related findings/ recommendations inform the implementation of the project/programme and future operational and strategic planning. For instance, all evaluation recommendations and lessons learned can be accessed through the web-based evaluation portal in order to inform future programming and inform evidence-based decision-making. These databases can also be filtered in order to assess certain aspects such as gender and human rights relevant recommendations and lessons learned.</li></ul>

## Annex 1. Recommended Resources

### Gender Mainstreaming Policy Framework

---

UN Chief Executives Board for Coordination (2012). **UN System-wide Action Plan on gender equality and the empowerment of women (UN-SWAP 1.0)**: <http://www2.unwomen.org/-/media/headquarters/attachments/sections/how%20we%20work/unsystemcoordination/un-swap-framework-dec-2012.pdf?vs=1441>

UN-SWAP 1.0 (2012-2017) is an accountability framework designed to measure, monitor and drive progress towards a common set of standards to which to aspire and adhere for the achievement of gender equality and the empowerment of women. It applies to all entities, departments and offices of the UN system.

UN Chief Executives Board for Coordination (2006). **United Nations system-wide policy on gender equality and the empowerment of women: focusing on results and impact**:

[http://www.un.org/womenwatch/ianwge/gm/UN\\_system\\_wide\\_P\\_S\\_CEB\\_Statement\\_2006.pdf](http://www.un.org/womenwatch/ianwge/gm/UN_system_wide_P_S_CEB_Statement_2006.pdf)

The Policy affirms UN system intention and commitment to pursue the goals of gender equality and the empowerment of women, through coherent and coordinated implementation of the gender mainstreaming strategy adopted by ECOSOC in its agreed conclusions 1997/2.

UN Economic and Social Council (2013). **Mainstreaming a gender perspective into all policies and programmes in the United Nations system**:

[http://www.un.org/ga/search/view\\_doc.asp?symbol=E/RES/2013/16](http://www.un.org/ga/search/view_doc.asp?symbol=E/RES/2013/16)

The Resolution 2013/16 adopted by the Economic and Social Council (ECOSOC) requests the UN system, including its agencies, funds and programmes, to advance gender mainstreaming, strengthening reporting, monitoring and evaluation.

UN Economic and Social Council (1997). **Mainstreaming the gender perspective into all policies and programmes in the United Nations system**:

<http://www.un.org/womenwatch/osagi/pdf/ECOSOCAC1997.2.PDF>

It highlights the importance of undertaking immediate and concrete steps for gender mainstreaming.

### Policies, handbooks and guidelines on gender-responsive evaluations

---

UNEG (2017). **Good practices for integrating gender equality and human rights in evaluation**:

<http://www.unevaluation.org/document/download/2695>

This publication on Good Practices provides a snapshot of 17 good practices from 12 UNEG members representing a variety of UN organizations

UNEG (revised in 2014). **UN SWAP Evaluation Performance Indicator Technical Note & Performance Indicator Scorecard, and Reporting Cycle Results**:

<http://uneval.org/document/detail/1452>

Meant to support the Evaluation Offices of UN entities to comply with the annual reporting process against the UN-SWAP Evaluation Performance Indicator. It is also meant to support more systematic and harmonized reporting through the use of a common tool that also allows for improved comparability across UN entities. The document was first published in November 2013 and updated in August 2014.

UNEG (2014). **Integrating Human Rights and Gender Equality in Evaluation**:

<http://www.unevaluation.org/document/detail/1616>

Produced by UNEG as an in-depth guidance handbook to serve as a field guide to improve human rights and gender equality responsive evaluation throughout the UN system. It complements the UNEG Handbook "Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance" deepening each of the aspects and providing additional theoretical and applied information, tools and suggestions.

UNEG (2011). **Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance**: <http://www.unevaluation.org/document/detail/980>

This Handbook was developed by UNEG to be used as a tool with practical steps on how to prepare, conduct and use human rights and gender equality.

UNODC IEU (2017). **Evaluation Handbook. Guidance for designing, conducting and using independent evaluation at UNODC:** <https://www.unodc.org/unodc/en/evaluation/evaluation-handbook.html>

This handbook aims to support UNODC and partners to strengthen evaluation culture within UNODC with the aim of ultimately accounting for the Office's achievements in countering crime, drugs and terrorism. It includes specific guidelines for the integration of gender equality and human rights in all evaluations through mainstreaming in the evaluation criteria and the evaluation process.

UNODC (2013). **Guidance Note on Gender Mainstreaming in UNODC:**

<http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf>

The purpose of this Guidance Note is to assist UNODC staff to effectively integrate a gender perspective into all aspects of their work, from planning strategic tools, developing normative standards, designing and delivering thematic and regional programmes and working through the project cycle. It includes a chapter and guidelines on gender aspects in evaluations.

UNODC IEU (2015). **UNODC Evaluation Policy:**

<https://www.unodc.org/unodc/en/evaluation/evaluation-policy.html>

The Policy provides staff, as well as Member States and external evaluators with information on international principles for evaluation, the role and application of evaluation in UNODC, as well as related mandates and resolutions. It serves as a frame, which is complemented by the Evaluation Handbook. Among the evaluation principles, "UNODC incorporates specific principles and safeguards to ensure that all evaluations undertaken or commissioned by UNODC include a focus on protection of human rights and gender issues following UNEG guidance".

UNOV/UNODC (2018). **Strategy for Gender Equality and the Empowerment of Women (2018-2021):**

<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)

The Strategy establishes the first institutional framework on gender equality for the UNOV/UNODC. One of its aims is ensuring that United Nations standards to promote and achieve gender equality are met. It provides a systematic framework that sets institutional standards and defines commitments on gender equality and the empowerment of women for the period 2018–2021.

UN Women Independent Evaluation Office (2015). **How to Manage Gender-Responsive Evaluation: Evaluation Handbook:** <http://genderevaluation.unwomen.org/en/evaluation-handbook>

This Evaluation Handbook is a practical handbook to help those initiating, managing and/or using gender-responsive evaluations by providing direction, advice and tools for every step in the evaluation process: planning, preparation, conduct, reporting, evaluation use and follow up.

## **E-learning**

---

Eval Partners. **Equity-Focused and Gender-Responsive Evaluations:**

<http://elearning.evalpartners.org/elearning/course-details/1>

E-Learning programme addressing the opportunities and challenges, as well as the methodological implications, of evaluating the effects of policies, programmes, and projects designed to enhance equitable development results. Eval Partners.org is an interactive platform to share knowledge on country-led Monitoring and evaluation systems worldwide.

UN Women Training Centre. **I Know Gender: An Introduction to Gender Equality for UN staff.**

Accessible for external evaluators at: <https://trainingcentre.unwomen.org/course/description.php?id=2>

Accessible for UNODC staff under the reference number LMS-2375-1

This self-paced course available in English, French and Spanish aims to develop and/or strengthen awareness and understanding of gender equality and women's empowerment as a first step towards behavioural change and the integration of a gender perspective into everyday work for all UN staff at headquarters, regional and country levels. It provides an introduction to the concepts, international framework, and methods for working toward gender equality and women's empowerment.

### **Other resources**

---

**Eval Gender+ Website:** <http://evalpartners.org/evalgender>

Eval Gender+ is a global partnership to promote the demand, supply and use of Equity Focused and Gender Responsive Evaluations under Eval Partners umbrella.

**UNEG Website:** <http://uneval.org/>

The United Nations Evaluation Group (UNEG) is an interagency professional network that brings together the evaluation units of the UN system, including UN departments, specialized agencies, funds and programmes, and affiliated organizations. It currently has 46 such members and observers, among them UNODC.

## Annex 2. Glossary of Terms - Clarifying the concepts<sup>17</sup>

<b>Discrimination against women</b>	Defined in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) <sup>18</sup> as “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”
<b>Empowerment (of women)</b>	Individual and collective empowerment implies people – both women and men – taking control over their lives: setting their own agendas, gaining skills (or having their own skills and knowledge recognized), increasing self-confidence, solving problems, and developing self-reliance. It is both a process and an outcome. Empowerment of women implies an expansion in women’s ability to make strategic life choices in a context where this ability was previously denied to them.
<b>Gender</b>	<p>The array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them.</p> <p><i>The concept of gender reveals how the subordination of women, girls and gender minorities (or men’s domination) is not biologically predetermined nor is it fixed forever. As a socially constructed subordination, it can be changed and ended.</i></p>
<b>Gender analysis</b>	<p>The study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision making powers, etc. between women and men taking into account their assigned gender roles. It involves the collection and analysis of sex-disaggregated data in order to reveal any differential impact of an action on women and men, and the effects of gender roles and responsibilities. It also involves qualitative analyses that help to clarify how and why these differential roles, responsibilities and impacts have come about. Gender analysis explores these differences so that policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of the distinct knowledge and skills possessed by women and men, which can greatly improve the long-term sustainability of interventions.</p> <p><i>Gender analysis is particularly relevant when initiating and evaluating an intervention, in order to ensure that the project addresses the needs of both women and men and contributes to gender equality or at least does not perpetuate unintentionally an already existing inequality. In many countries, for example, women play a very minor role in public and political life. While women are legally able to participate in politics and run for office, in reality, there are very few female politicians. A gendered analysis of this situation indicates that the reason for the lack of female participation is not due to the legal system but rather, to the tradition that women belong to the private sphere and men are meant for the public sphere. This traditional belief is more pronounced in rural areas and small towns and does not necessarily vary between different ethnic groups. The results from this analysis help to identify the area where raising awareness and controlling selection processes is most needed: a greater participation in local politics by women.</i></p>
<b>Gender based violence</b>	Violence committed against women as women; violence particular to women, such as rape, sexual assault, female circumcision, or dowry burning; violence against women for failing to conform to restrictive social norms; the 1993 Vienna Declaration <sup>19</sup> specifically recognized gender-based violence as a human rights concern. For further information, see the Declaration on the Elimination of Violence Against Women (1993) <sup>20</sup>
<b>Gender blindness</b>	Ignoring the different socially determined roles, responsibilities and capabilities of men and women. Gender blind interventions are based on information derived from men’s activities

<sup>17</sup> Main sources: (1) Glossary of Terms in [UNEG \(2014\). Integrating Human Rights and Gender Equality in Evaluation](#); and (2) “Glossary on gender-related terms” in [UNODC \(2013\). Guidance Note on Gender Mainstreaming in UNODC](#).

<sup>18</sup> Accessible at: <http://www.un.org/womenwatch/daw/cedaw/>

<sup>19</sup> Accessible at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/Vienna.aspx>

<sup>20</sup> Accessible at: <http://www.un.org/documents/ga/res/48/a48r104.htm>

	and/or assume those affected by the policy or activity have the same (male) needs and interests.
<b>Gender discrimination</b>	Discrimination based on socially constructed ideas and perceptions of men and women.
<b>Gender equality</b>	<p>Gender equality implies that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. Gender equality does not imply that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female<sup>21</sup>. It also recognizes the diversity of different groups of women and men.</p> <p><i>De jure equality (sometimes called formal equality) refers to equality under the law, such as the Constitution. De facto equality refers to equality in practice, meaning that women and men are treated equally before the law or by policies and that different needs and roles are reflected accordingly. It means that female and male victims have equal access to justice. This can be assessed by reviewing attrition rates of assaults against men versus assaults against women.</i></p>
<b>Gender identity</b>	<p>The gender that a person sees him/herself as. This can include people who do not identify as either male or female.</p> <p><i>Gender identity is also often conflated with sexual orientation, but this is inaccurate. Gender identity does not cause sexual orientation.</i></p>
<b>Gender impact assessment</b>	Examining project/programme proposals to see whether they will affect women and men differently, with a view to adapting these proposals to make sure that any discriminatory effects are neutralized and that gender equality is promoted.
<b>Gender issues</b>	Gender issues are all aspects and concerns of how women and men, and boys and girls, interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions and policies.
<b>Gender mainstreaming</b>	<p>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 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 to achieve gender equality (ECOSOC Resolution 1997/2).</p> <p><i>For instance, when evaluating a project/programme on anti-corruption measures, one has to be aware that often, women and men do not have the same needs in relation to how corruption impacts them because they have different social responsibilities. The evaluation should analyse how the different needs of both men and women in anti-corruption measures are met. Another aspect might be the reasons of perpetrators to get involved in corruption which might be different for women and men. These specifics must be considered and can be assessed also taking the latest insights from academia into account.</i></p>
<b>Gender neutrality</b>	Treatment of a problem without recognition of gender; myth of gender neutrality in human rights eliminates recognition that treating people identically despite unequal situations perpetuates rather than eradicates injustices.
<b>Gender perspective</b>	<p>It is a way of approaching or examining an issue, paying particular attention to the potentially different ways that men and women are or might be impacted. This is also called using or looking through a "gender lens". In a sense, it is exactly that: a filter or a lens that specifically highlights real or potential differences between men and women.</p> <p><i>When evaluating a project relating to legal aid, the differentiated situation women and men face in being able to access family income and assets has to be considered. It might be necessary to identify and assess the specific activities ensuring both women and men can enjoy these rights.</i></p>
<b>Gender relations</b>	The social relationships between men, women, girls and boys which shape how power is distributed between women, men, girls and boys and how that power translates into different positions in society. Gender relations vary depending on other social relations, such as class,

<sup>21</sup> Source: <http://www.un.org/womenwatch/osagi/pdf/factsheet2.pdf>

	<p>age, ethnicity, sexual orientation, gender identity, etc.</p> <p><i>Gender relations will impact how individuals experience processes and institutions such as trials and courts and how they interact with other individuals within those institutions. For example, Rule of Law institutions have been typically designed predominately by men taking into account men's experiences. Therefore, in any reform activities, women should not merely be added into male-dominant structures; rather, activities should be designed with an appreciation of expected gender roles and work to transform the male-dominant structure into one that takes into account both men and women's needs and circumstances.</i></p>
<b>Gender-sensitive indicators</b>	<p>They provide information on the progress of achieving specific targets with equal benefits to women and men, girls and boys in the context of a given subject, a given population and over a given period of time. Indicators are qualitative and quantitative, measurable, verifiable, achievable and are not limited to statistical data. Their aim is to compare and monitor trends and changes based on predefined expected benefits for women and men, girls and boys with respect to a given topic.</p> <p><i>The project aim could be for example to "increase the number of male/female police staff who receive training on legal tools to protect witnesses" and to "ensure that training materials mainstream a gender perspective into each module".</i></p>
<b>Gender-sensitive objectives</b>	<p>Objectives that specifically integrate a gender perspective by taking into account different interests and needs of men and women, girls and boys. Objectives determine what needs to be achieved by an intervention. Gender-sensitive objectives display measurable, verifiable and achievable expected changes wanted for both women and men, girls and boys, with respect to a given subject, in a given period of time, in a given area.</p> <p><i>For example, to improve service delivery of community police forces so that cases of assault, (violence against women and men) are reduced to the national average, within two years in a province.</i></p>
<b>Human Rights</b>	<p>Human rights are rights inherent to all human beings, whatever the nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.</p>
<b>Human Rights Based Approach (HRBA)</b>	<p>Strategy for implementing human rights in United Nations programming. It mainstreams human rights aspects such as universality, non-discrimination, participation and accountability into development work promoting and protecting human rights on the basis of international human rights standards<sup>22</sup>.</p>
<b>Sex</b>	<p>Sex refers to the biological characteristics which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both.</p>
<b>Sex-disaggregated data</b>	<p>Collection and presentation of all statistics separately for female, male and transgender people. It means that all data is cross classified by gender, presenting information separately for each gender. Sex-disaggregated data reflect roles, shares, participation and presence at events in numbers or in percentages. Sex-disaggregated data is essential for assessing the reality of gender differences in a society or specific sector at a given point in time and identifying barriers to gender equality.</p>

<sup>22</sup> More information, tools and insight from United Nations practitioners about this approach can be found through the HRBA Portal, a collaborative effort between 19 United Nations organizations, agencies and programmes: <http://hrbaportal.org/>

### Annex 3. Suggested gender-sensitive evaluation questions<sup>23</sup>

This is an extended list of possible gender-sensitive questions for the different evaluation criteria required in all UNODC evaluations. It is not necessary to include exactly those outlined as examples below and analyse all of them. Programme/project managers and evaluation teams will decide on the most relevant for each specific evaluation and will also develop other questions as required. Different factors will be taken into consideration before proposing the final gender related questions, such as: thematic focus of the project/programme, gender focus of the project/programme and sex-disaggregated and gender related data and information available, as well as time, human and financial resources available.

CRITERIA	SUGGESTED QUESTIONS
<b>Relevance</b>	<ul style="list-style-type: none"> <li>– To what extent is the project/programme aligned with gender equality related international, regional and national frameworks?</li> <li>– How were men and women involved at the design and planning stages of the project/programme?</li> <li>– How did the project/programme respond to the identified specific interests and needs of women and men related, boys and girls, to the project/programme?</li> <li>– How was the project/programme informed by gender-sensitive analysis?</li> <li>– Which are the critical gender issues in the programme/project thematic area?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>– To what extent did the Theory of Change of the project/programme integrate gender equality and women’s empowerment?</li> <li>– How was gender integrated and women’s empowerment into the project/programme logical framework (goals, objectives, outcomes and outputs)?</li> <li>– In the case of gender specific outcomes, to what extent and how were they achieved?</li> <li>– To what extent do the results respond to the needs of all stakeholders, men and women, as identified at the design and planning stages?</li> <li>– Which have been the major achievements in addressing gender equality and women’s empowerment issues? And the major shortcomings?</li> <li>– How was gender mainstreaming adopted by the project/programme?</li> <li>– To what extent were sex-disaggregated targets set and sex-disaggregated indicators used?</li> <li>– Was gender mainstreaming an explicit requirement in all job descriptions, job responsibilities, and ToR for the project implementation, studies, consulting work, and training?</li> <li>– How did women and men participate in the different project/programme activities?</li> <li>– Were any specific budget allocation or mitigation strategy applied in order to ensure the effective participation of women and marginalised groups in the implementation of the project/programme?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>– To what extent was the assessment of gender integration into the design, planning, implementation of the project/programme and the results achieved included in the M&amp;E?</li> <li>– To what extent were resources (funding, human resources, time, expertise) allocated strategically to achieve gender related objectives?</li> <li>– To what extent did the project/programme fully utilize the specific competence and experience of women as well as men?</li> <li>– How did women and men participate in the decision-making related to the project/programme?</li> <li>– To what extent did the project/programme committed the necessary capacity to address gender issues and integrate a gender perspective in design, implementation and M&amp;E?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>– In the case of gender specific objectives, to what extent and how were they achieved?</li> <li>– To what extent did the project/programme has had an impact on gender power relations?</li> </ul>

<sup>23</sup> Sources: UNODC Evaluation Tools (<https://www.unodc.org/unodc/en/evaluation/normative-tools.html>); [UNEG \(2014\). Integrating Human Rights and Gender Equality in Evaluation](#); and, [UNODC \(2013\). Guidance Note on Gender Mainstreaming in UNODC](#)

	<ul style="list-style-type: none"> <li>– To what extent has gender mainstreaming led to better results at the impact level?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>– To what extent is the level of stakeholder ownership and capacity sufficiently gender-sensitive to allow for project/programme outcomes/impact to be sustained?</li> <li>– To what extent has the project/programme built the capacity of women and men and of gender related stakeholders?</li> <li>– To what extent have sufficient resources been committed for sustained gender related results?</li> <li>– To what extent has there been an institutional change that will sustain gender future efforts?</li> </ul>
<b>Partnership and Cooperation</b>	<ul style="list-style-type: none"> <li>– To what extent has cooperation with institutions or persons dealing with gender issues (UN Women, women and feminist organisations, feminist and gender-specific researchers, etc.) been undertaken?</li> <li>– Which have resulted to be strategic partners for efforts of mainstreaming gender equality issues and approaches in the thematic area?</li> </ul>
<b>Gender Equality and Human Rights</b>	<ul style="list-style-type: none"> <li>– To what extent have gender equality and human rights considerations been integrated into the project/programme design and implementation?</li> <li>– How satisfactorily has the project/programme integrated a gender mainstreaming and a HRBA in its design, planning, implementation and monitoring?</li> <li>– Which were the major challenges to effectively mainstream gender and HR in the project/programme? (financial, institutional, understanding, political, expertise, tools)</li> <li>– How has attention to/integration of gender equality and human rights concerns advanced the area of work?</li> </ul>

## Annex 4. Suggested gender mainstreaming checklist for evaluations<sup>24</sup>

It is recommended that the checklist is annexed to the evaluation ToR and report and used by IEU, programme/project managers, evaluation teams and other evaluation stakeholders as a quality assurance tool.

<b>Scope and stakeholders</b>	Yes	No	Somehow	Comments/Follow up
Gender analysis is reflected in the evaluation background and gender equality and women's empowerment specific policy frameworks are presented				
Evaluation scope mentions that and how gender equality and women's empowerment will be addressed in the evaluation				
Gender specific information and sex-disaggregated data is compiled by project/ programme management for further analysis				
ToR require relevant gender expertise and experience				
Representation of women and men and gender specific actors among evaluation stakeholders				
Evaluation stakeholders are briefed on relevant gender issues and provided with relevant documentation, guidelines and tools				
<b>Criteria and questions</b>	Yes	No	Somehow	Comments/Follow up
Gender equality and women's empowerment is integrated across all criteria and/or addressed specifically as a stand-alone/ criterion				
Questions related to gender mainstreaming in project/programme design, planning and implementation are included				
Questions related to gender relevance are included				
Questions related to participation of women and men and marginalised groups are included				
Questions related to gender equality impact are included.				
Gender-sensitive indicators are designed to respond to evaluation questions				
<b>Methodology</b>	Yes	No	Somehow	Comments/Follow up
Explanation on how gender is included in the approach and methodology is included				
Mixed methods approach combining quantitative and qualitative data collection and analysis tools				
Sex-disaggregated data of evaluation stakeholders and informants available				

<sup>24</sup> Sources: [UNEG \(2014\). Integrating Human Rights and Gender Equality in Evaluation](#) and, Review of UN-SWAP Evaluation Performance Indicator Reporting. Synthesis Report. Commissioned by the UNEG Working Group on Gender Equality and Human Rights (December 2016) by ImpactReady. Accessible at: <http://uneval.org/document/download/2634>

Possible barriers to participation of women and men and marginalised groups along with mitigating strategies to maximize inclusion are conceived				
Data collection and analysis tools integrate gender considerations				
Data collection spaces and tools are adapted to the cultural context of the stakeholders				
Quantitative data is used to inform of the results and impact				
Qualitative data is used to inform of the results and impact and to explain how change has been achieved				
Evaluation tools use gender-sensitive language				
<b>Findings, conclusions and recommendations</b>	Yes	No	Somehow	Comments/Follow up
Gender analysis is included and reflected across findings				
Gender issues are reflected in the evaluation conclusions				
Recommendations for contribution to gender equality and women's empowerment are included				
Recommendations for effective gender mainstreaming are included				
Lessons learnt and good practices related to contribution to gender equality and changes in gender power relations are included				
Lessons learnt and good practices related to effective gender mainstreaming in project/programme design and implementation are included				
Evaluation report uses gender-sensitive language				

## Annex 5. Brief - Gender-responsive evaluations: Looking at programme/project design.

This Brief is primarily tailored for use by evaluation teams conducting evaluations of UNODC programmes and projects. It aims to give essential guidance when looking at the design of an intervention (programme/project) from a gender perspective in the framework of an evaluation at UNODC<sup>25</sup>.

### Why is it important to evaluate the design stage of an intervention through gender lenses?

1. The Sustainable Development Goals (SDGs) recognise that the realization of gender equality and women's empowerment is a necessary condition for peaceful, prosperous and sustainable development. And, therefore, UNODC, as a UN entity, **has a mandate to address gender equality and women's empowerment issues in all its interventions** contributing and supporting the efforts of Member States to respond to evolving security threats and crime.
2. **Gender mainstreaming** is not an isolated action but an **approach** that should be **streamlined throughout the life cycle of a project/programme in all UNODC's thematic areas of work**. The UNODC guidance provides the following instruction: "A gender mainstreaming approach means studying the threat of organized crime through a comprehensive set of data on patterns and trends, including sex-disaggregated data and gender analysis"<sup>26</sup>. For instance, gender mainstreaming should not be limited to topics that lend themselves to be analysed under a gender perspective such as human trafficking. Furthermore, gender roles need to be assessed going beyond regarding only men as offenders and women as victims. Although gender mainstreaming and analysis can be applied at any stage of the project life cycle, it is at the design stage where it has more potential to ensure a balanced and representative approach as well as the sufficient allocation of financial and other resources for gender equality and women's empowerment.

**Gender mainstreaming** 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 equality. (ECOSOC, 1997)
3. Understanding the gendered dimensions of security threats and crime as well as the differences and inequalities between women and men, interventions can **respond in a more effective manner to the real and specific needs of different beneficiaries and to the challenges for the advancement of gender equality and women's empowerment** in the different thematic areas and contexts of UNODC work. For example, "understanding the radicalization and recruitment of male and female terrorists can assist in the development of counter measures regarding prevention or reducing radicalization. If based on stereotypical assumptions, such as the misconception that violent extremism and terrorism only concern men and women are only victims, counter measures will not address the realities on the ground"<sup>27</sup>.
4. From an evaluation point of view, a gender-sensitive project/programme design will have a higher probability of **achieving positive gender equality and women's empowerment related impact** as well as of **facilitating its assessment**. For example, an intervention that understands and addresses the differentiated legal and health related needs of female, male and transgender victims of trafficking and their specific barriers to access services will be in a better position to enhance the capacity of service providers at the national level<sup>28</sup>.

<sup>25</sup> See last section "short bibliography" for main documents reviewed on the preparation for the Brief.

<sup>26</sup> UNODC (2013). *Guidance Note on Gender Mainstreaming in UNODC*. Page 9

<sup>27</sup> Ibid. Page 14

<sup>28</sup> Sources: Oscar Martínez and Guadalupe Kelle (2013). *Sex trafficking of LGBT individuals. A call for service provision, research, and action* and Rebecca Surtees (2008). *Trafficking of men-a trend less considered. The case of Belarus and Ukraine* (IOM)

## What does it mean to assess programme/project design from a gender perspective during the evaluation?

It means assessing how gender equality and women's empowerment objectives and gender mainstreaming principles were included in the intervention design<sup>29</sup>. It means looking at three aspects in particular:

1. **Analysis and identification**, including situation analysis, problem analysis, needs assessment and stakeholder analysis. It entails assessing whether the issues addressed by the intervention have been identified with an appreciation of gender dimensions and different implications for women and men, and marginalised groups. It also entails assessing the involvement of women and men, and marginalised groups in the design stage and the quality of their participation. (This aspect is so important that a separate Brief has been developed with a specific focus on stakeholder engagement- please see Annex 6).
2. **Intervention theory** (this is the logframe and/or the theory of change), assessing whether gender considerations have informed the specific project/programme objectives, outcomes, outputs, activities, indicators, and human and financial resources allocated.
3. **Monitoring and evaluation systems**, assessing if systems available are able to capture sex-disaggregated data and gender related information and assess progress towards gender equality and women's empowerment and the different impact of the intervention on women and men, and marginalised groups.

A preliminary analysis of gender dimensions in the design of an intervention can be carried out during the Inception stage to **inform the scope and questions of the evaluation**. Project/programme design is mainly assessed under relevance in UNODC evaluations. **Gender questions**, tackling all three aspects above, should also be integrated in the evaluation matrix under **“relevance and design”** to make sure this aspect is addressed during the entire evaluation process.

## Evaluation check list- What to look for while assessing gender aspects in programme/project design during the evaluation?<sup>30</sup>

Analysis and identification	Yes	No	Somehow	Comments / Follow up
Was a gender-sensitive <b>situation analysis</b> conducted?				
Was an inclusive and gender-disaggregated <b>stakeholder analysis</b> conducted?				
Was a gender-disaggregated <b>needs assessment</b> conducted?				
Were the <b>gender related issues and inequalities</b> related to thematic area, targeted population and cultural and geographic context of the intervention clearly identified?				
Did the intervention identify how <b>problems, risks and improvements</b> may affect women and men, and marginalised groups, differently?				
Was the <b>institutional capacity</b> for integrating gender considerations in all stages and at all levels of the project/programme assessed?				
Did the analysis benefit from the <b>views women and men, and marginalized groups</b> ? Assess if they participated in an active, meaningful and free manner. Look as well at the participation of marginalised groups of women and men.				
Did the analysis benefit from <b>gender expertise</b> (within UNODC, among partners or external consultants)?				
<b>Intervention theory</b>				

<sup>29</sup> UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*.

<sup>30</sup> Sources: Bibliographical resources recommended in the bibliography section, and UNODC Guiding Document “Gender-responsive evaluations in the work of UNODC” (2017)

Are gender related results (impact, outcome and output levels) clearly stated in the results framework (logframe or theory of change)? Look at how the <b>objective, outcomes, outputs and activities</b> address the needs and concerns of women and men, and marginalised groups and how they will increase gender equality.				
Did the development of the intervention theory benefit from <b>gender expertise</b> (within UNODC, within project team, gender focused stakeholders or external consultants)?				
Were <b>different stakeholders</b> , specifically women and men, and marginalized groups, <b>involved</b> in the definition of the project/programme theory?				
Do project/programme activities facilitate the <b>involvement of women and men, and marginalised groups</b> ? Look at if special activities or strategies have been designed to counteract gender related risks and assumptions for effective participation of women and other marginalised groups in the implementation of the project/programme.				
Did the project/programme commit the <b>necessary capacity and resources (time and budget)</b> to address gender issues and integrate a gender perspective in design and implementation? (including gender specialists, training for staff, job descriptions with responsibilities for gender mainstreaming, etc.)				
Did the project/programme plan for a <b>fair representation</b> of women and men, and marginalized groups in the project/programme team and in particular in project/programme management?				
<b>Monitoring and evaluation systems</b>				
Does the project/programme have got <b>specific quantitative and qualitative indicators, targets and baselines</b> to measure progress on gender equality and women's empowerment and to assess differentiated impact on women and men, and marginalised groups?				
Is <b>sex-disaggregated data and relevant gender related information</b> (specific situation women and men, and marginalised groups; gender gaps; specific indicators, etc.) <b>available and monitored</b> ?				
Do progress and results reports include (a) <b>gender analysis</b> (for example, what explains women's low participation in training activities in specific sectors); b) <b>progress and results on gender specific targets</b> ; and c) <b>gender related best practices and/or challenges</b> ?				

### Sources you need to consult (minimum requirements):

<b>Documents</b>
<b>Project/programme documents</b> including budgets.
<b>Progress reports</b> (including the last one available).
<b>Relevant publications</b> explaining the main gender aspects in the sector and/or thematic area under evaluation (trafficking in persons; money laundering; corruption; wildlife crime; drugs tracking; etc.).
<b>People</b>
<b>Project/programme manager.</b>
<b>Core Learning Partners (CLP).</b>
Gender ' <b>bellwethers</b> ' – a person or institution not involved in the intervention with recognised expertise on gender and the sector/thematic area being evaluated.
(If available) The <b>gender focal point</b> of UNODC for this particular sector/thematic area and/or the <b>gender adviser</b> at UNODC.

### Short bibliography for further reading<sup>31</sup>:

- **UNEG (2017). Good practices for integrating gender equality and human rights in evaluation:** <http://www.unevaluation.org/document/download/2695>  
This publication on Good Practices provides a snapshot of 17 good practices from 12 UNEG members representing a variety of UN organizations.
- **UNEG (2014). Integrating Human Rights and Gender Equality in Evaluation:** <http://www.unevaluation.org/document/detail/1616>  
This in-depth guidance handbook was produced to serve as a field guide to improve human rights and gender equality responsive evaluation throughout the UN system. Pages 76-88 specifically elaborate on evaluation criteria and evaluation questions, including questions on project/programme design.
- **UNODC (2013). Guidance Note on Gender Mainstreaming in UNODC:** <http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf>  
The purpose of this Guidance Note is to assist UNODC staff to effectively integrate a gender perspective into all aspects of their work and through the project cycle. Section two (pages 13-41) provides practical steps to mainstream gender throughout UNODC activities.
- **UN Women (2014). Guidance Note. Gender mainstreaming in development programming:** <http://www.unwomen.org/~media/headquarters/attachments/sections/how%20we%20work/unsysteme%20coordination/gendermainstreaming-issuesbrief-en%20pdf.pdf>  
Section IV (pages 21-34) provides guidance for the implementation of gender mainstreaming at country level throughout the development programming process.

---

<sup>31</sup> This bibliography includes the main documents reviewed in the preparation for this Brief. They include further information on the different aspects presented in the Brief.

## Annex 6. Brief - Gender-responsive evaluations: Looking at stakeholders' involvement.

This brief is primarily tailored for use by evaluation teams conducting evaluations of UNODC programmes and projects. It aims to give essential guidance when looking from a gender perspective at stakeholders' involvement throughout the life cycle of a project/programme, including the evaluation process itself.<sup>32</sup>

**Stakeholders** are agencies, organisations, groups of people or individuals (female, male and transgender) who have a direct or indirect interest in the programme/project or its evaluation<sup>33</sup>.

People are subject to different, often contextually specific, forms of discrimination (e.g. due to their gender identity, class, religion, caste, ethnicity, age, disability, sexual orientation, and location, among others). Thus, stakeholders should not be treated as a uniform group, especially beneficiaries, and groups need to be disaggregated by relevant criteria (gender, HIV/AIDS status, ethnic group, age, disabilities, location, income level, sexual orientation, etc.).

### Why is it important to assess stakeholders' Involvement from a gender perspective?

1. A central pledge contained in the **2030 Agenda** is to ensure that **no one will be left behind** and to see all 17 SDGs and their targets met for all nations, peoples and for all parts of society, vowing to reach the furthest behind first<sup>35</sup>. Ensuring stakeholders' involvement, including men, women and marginalized groups, is an obligation of the UN, and it is the right of every beneficiary to have a say on processes and interventions that affect their lives<sup>36</sup>.
2. Stakeholders' involvement in programme/project design, implementation, monitoring and evaluation is a crucial element for successful project/programme delivery, impact and sustainability, specifically for gender equality and women's empowerment. A focus on stakeholders demonstrates how **different people** (female, male and transgender), **groups** (including marginalised groups) and **organisations** (governmental, rights-holders' organisations, UN System, civil society etc.) **have different priorities, interests, capacities, expertise, buy in, resources and power** at stake in decisions about the project/programme, its results and impact.
3. According to UNEG guidelines and principles<sup>37</sup>, **evaluations should assess stakeholders' participation** in the design, implementation and monitoring of the intervention as well as how they have benefited from results. The **evaluation process** itself needs to be **inclusive and ensure the participation of different stakeholders**<sup>38</sup>, particularly women and marginalised groups. Special focus ought to be placed in reaching those groups who are **difficult to access** directly. Furthermore, the involvement of stakeholders (individuals or organisations) promoting gender equality and women's empowerment or representing women or individuals/groups who are marginalized and/or discriminated against is essential to assess the relevance of the project/programme and its contribution to gender

**Engaging and Targeting Men and Boys for Gender Equality Results**<sup>34</sup> - A strategic programming principle for gender mainstreaming is the need to adopt programme approaches that are both male and female inclusive:

- Men/boys as beneficiaries: Norms of masculinities can disadvantage groups of men, such as when risk-taking behaviour puts men in the path of HIV, or when the notion of the 'family breadwinner' as a marker of masculinity is undermined by unemployment or economic crises. Programme approaches targeting men and boys, and enabling them to recognize how gender inequalities harm their partners and themselves, are an important element of gender mainstreaming.
- Men/boys as stakeholders and partners: It is critical to convince men/boys to use their political, economic and social power to work for, rather than against, gender equality.

<sup>32</sup> See "short bibliography" for further information on stakeholders' involvement throughout the project cycle.

<sup>33</sup> UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*. Page XV

<sup>34</sup> UN Women (2014). *Guidance Note. Gender mainstreaming in development programming*. Page 27

<sup>35</sup> General Assembly resolution 70/1 paragraph 4. *Transforming our world: the 2030 Agenda for Sustainable Development*.

<sup>36</sup> UNEG (2011). *Integrating Human Rights and Gender Equality in Evaluation -Towards UNEG Guidance*. Page 21.

<sup>37</sup> UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*.

<sup>38</sup> See UNEG (2017). *Principles of stakeholder engagement* for further and detailed information on the 7 principles for stakeholders' involvement in evaluation processes.

equality and women’s empowerment. In addition, the evaluation design and conduct must be **transparent and accountable**, making the evaluation results public to all stakeholders.

### What does it mean to assess stakeholders’ involvement by the programme/ project from a gender perspective during a UNODC evaluation?

Looking at how an intervention has involved stakeholders from a gender perspective involves in particular two levels of analysis:

1. **Gender-disaggregated stakeholders inventory and analysis** – An independent **understanding** of who are (and who should be) the stakeholders involved in the project/programme should be done **at the inception phase** of the evaluation. This will require enquiring about three dimensions:

- Who is who - A **gender-disaggregated inventory** of stakeholders who have been involved during the programme/project cycle.
- Role - A **categorisation** of how these stakeholders relate to the programme/project, like the distribution of **roles**, tasks, activities, and benefits associated with the division of roles. It is necessary to look particularly at differences between men and women.
- Power - An **analysis** of the **relative positions** of women and men, marginalised groups, and the different stakeholders in terms of representation and influence in the project/programme.

An **evaluation stakeholder inventory** involves the consideration of five types of stakeholders<sup>39</sup>:

- duty bearers who have decision-making authority over the project/programme such as governing bodies;
- duty bearers who have direct responsibility, such as programme managers;
- secondary duty bearers, such as the private sector or parents;
- rights holders (individually or through the civil society organizations acting on their behalf) who are the intended and unintended beneficiaries; and
- rights holders (individually or through the civil society organizations acting on their behalf) who should be represented in the project/programme but are not, or who are negatively affected.

A minimum requirement during the inception phase would be developing a complete gender-disaggregated stakeholders inventory with a categorisation of roles. Among others, it will be essential in order to discuss the strategy to involve all relevant stakeholders in the evaluation and also to identify gaps and input that would be essential from a gender perspective. These inputs are evaluation questions that are to be designed during the inception phase<sup>40</sup>.

2. **Stakeholders involvement** - An **assessment** of when and how the programme/project has involved the different stakeholders, which should be done by the evaluation team **at the implementation stage** of the evaluation. It requires including appropriate questions in the evaluation matrix in order to unpack the involvement of men and women during the entire programme/project cycle. In particular, specific questions on stakeholders’ involvement from a gender perspective may be relevant in the following evaluation sections/criteria: strategic relevance, targeting strategy, achievement of direct outcomes (effectiveness), likelihood of impact, efficiency, monitoring and reporting, partnerships and sustainability. It is of course a key aspect in the case that the evaluation has a dedicated chapter on gender and human rights.

### Evaluation check list - What to look for while assessing stakeholders’ involvement?<sup>41</sup>

Project/programme design	Yes	No	Somehow	Comments / Follow-up
Did a gender-disaggregated stakeholder inventory/analysis take place as part of the project/programme design?				

<sup>39</sup> UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*. Page 61

<sup>40</sup> Please refer to Annex 3. *Suggested gender-sensitive evaluation questions* of the “Gender-Responsive evaluations in the work of UNODC” (2017).

<sup>41</sup> Sources: Bibliographical resources recommended in the bibliography section, and UNODC Guiding Document “Gender-responsive evaluations in the work of UNODC” (2017).

Was the project/programme designed in a participatory manner, including all relevant stakeholders specifically women and marginalised groups?				
Were women and men, and marginalised groups consulted separately and/or in mixed groups?				
Were measures in place to guarantee that women and the most marginalized stakeholders were able to participate in decision-making during the design stage?				
<b>Project/programme implementation</b>				
Was a stakeholders' engagement/management plan designed and implemented?				
Were all stakeholders respected and treated fairly in the various activities of the project/programme, regardless of their gender, origin, age, disabilities, etc.?				
Did the project/programme use gender-sensitive participatory processes and tools during its implementation?				
Were structures created to allow all stakeholders irrespective of their gender to participate in decision-making during implementation?				
Were there specific capacity development activities implemented to enhance all stakeholders' capacity, specially of those most marginalised, in order to participate in decision-making?				
Were measures in place to guarantee equal participation and counter-act power imbalances during implementation?				
Were specific mechanisms deployed to deepen engagement of relevant stakeholders, including gender specialists and women's groups/organisations?				
Were regular meetings organized in order to discuss project/programme implementation with stakeholders?				
<b>Project/programme monitoring</b>				
Were all stakeholders, specifically women and marginalized groups, consulted during monitoring activities?				
Did monitoring mechanisms report on stakeholders' involvement?				
Were there mechanisms in place for stakeholders to provide feedback or file complaints and were these followed-up upon?				
<b>Project/programme evaluation<sup>42</sup></b>				
Have resources (time and financial) been allocated in order to develop a gender-disaggregated stakeholder inventory/analysis?				
Are all relevant stakeholders adequately involved in the evaluation process?				
Are representatives of women and men and marginalised groups and gender focused organisations part of the Core Learning Partners (CLPs) of the evaluation?				
Do evaluation questions specifically address stakeholders' involvement in the project/programme cycle?				
Did the evaluation methodology consider reach-out to the most marginalised stakeholders?				

### Sources you need to consult (minimum requirements):

<b>Documents</b>
<b>Project/programme document.</b>
Progress <b>reports</b> (including the last one available).
Relevant <b>publications</b> that explain the main gender aspects and/or maps key gender actors in the sector and/or thematic area evaluated (trafficking in persons; money laundering; corruption; wildlife crime; drugs tracking; etc.).
<b>People</b>

<sup>42</sup> These are questions that the evaluation team should respond during the Inception phase of the evaluation process to check the level of responsiveness of the evaluation itself to gender dimensions.

<b>Project/programme manager.</b>
<b>Core Learning Partners (CLP).</b>
A gender ‘bellwether’ – a person or institution not involved in the intervention with recognised expertise on gender and the sector/thematic area being evaluated.
(If available) The <b>gender focal point</b> of UNODC for this particular sector/thematic area and/or the <b>gender adviser</b> at UNODC.

### Short bibliography for further reading<sup>43</sup>:

- UNEG (2017). **Good practices for integrating gender equality and human rights in evaluation:** <http://www.unevaluation.org/document/download/2695>  
This publication on Good Practices provides a snapshot of 17 good practices from 12 UNEG members representing a variety of UN organizations.
- UNEG (2017). **Principles of stakeholder engagement:** [www.unevaluation.org/document/download/2679](http://www.unevaluation.org/document/download/2679)  
This document aims at providing general principles for stakeholder engagement in the conduct of any evaluation. The suggested principles are drawn from the practical experience of the participating UNEG members and global good practices in the evaluation field (i.e. key principles of participatory approaches).
- UNEG (2014). **Integrating Human Rights and Gender Equality in Evaluation:** <http://www.unevaluation.org/document/detail/1616>  
This in-depth guidance handbook was produced to serve as a field guide to improve human rights and gender equality responsive evaluation throughout the UN system. Pages 60-65 specifically elaborate on stakeholder analysis during an evaluation exercise.
- UNEG (2011). **Integrating Human Rights and Gender Equality in Evaluation -Towards UNEG Guidance:** <http://www.uneval.org/document/download/1294>  
This Handbook was developed by UNEG to be used as a tool with practical steps on how to prepare, conduct and use human rights and gender equality. Pages 22-24 specifically elaborate on stakeholder analysis during an evaluation exercise.
- UNODC (2013). **Guidance Note on Gender Mainstreaming in UNODC:** <http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf>  
The purpose of this Guidance Note is to assist UNODC staff to effectively integrate a gender perspective into all aspects of their work and through the project cycle. Guidance for gender-sensitive stakeholders’ involvement are provided across the Guidance Note.
- UN Women (2014). **Guidance Note. Gender mainstreaming in development programming:** <http://www.unwomen.org/~media/headquarters/attachments/sections/how%20we%20work/unsystemcordination/gendermainstreaming-issuesbrief-en%20pdf.pdf>  
Section IV (pages 21-34) provides guidance for the implementation of gender mainstreaming at country level throughout the development programming process, including guidelines on stakeholders’ involvement.

<sup>43</sup> This bibliography includes the main documents reviewed in the preparation for this Brief. They include further information on the different aspects presented in the Brief.

## Annex 7. Brief - Gender-responsive evaluations: Looking at capacity-building work.

This brief is primarily tailored for use by evaluation teams conducting evaluations of UNODC programmes and projects. It aims to give essential guidance when evaluating capacity-building efforts from a gender perspective, with a focus on training initiatives<sup>44</sup>, in the framework of an evaluation at UNODC<sup>45</sup>.

### Why is it important to assess whether gender dimensions have been considered when evaluating capacity-building at UNODC?

1. The Sustainable Development Goals (SDGs) recognise that the realization of gender equality and women's empowerment is a necessary condition for peaceful, prosperous and sustainable development. And, therefore, **UNODC**, as a UN entity, **has a mandate to address gender equality and women's empowerment issues in all its interventions**, including capacity-building work.

**Gender mainstreaming** 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 equality. (ECOSOC, 1997)

2. Women and men have different roles, responsibilities, and decision-making power within the organizations where they work as well as within society at large. As a result, they also have different expertise, knowledge, experiences, needs and priorities. These **gender-based differences are present among any capacity-building audience**. "For example, during the design of a project aimed to enhance the capacity of the police by developing curriculum, police officers should be consulted. However, as is often the case, in the project location there is under-representation of women in the police force. Therefore, the issues being discussed and formulated for programming are predominately from a male experience and are likely to favour male needs and priorities. As in most cases, male and female attitudes of the substantive issues being discussed may differ"<sup>46</sup>. Thus, only when gender disparities are factored in at every stage of the capacity-building strategy, can its benefits reach both women and men fairly<sup>47</sup>.

### What does it mean to assess capacity-building initiatives from a gender perspective during the UNODC evaluation?

It means assessing two different aspects of the initiative:

1. If/how the capacity-building initiative has **contributed to enhancing the understanding of gender dimensions, patterns and inequalities** related to the thematic topic (e.g. gender aspects in terrorism prevention).
2. If/how the initiative has **considered the needs of both women and men, and marginalised groups**, at every stage of the capacity-building process. This includes the **design phase** (needs assessment/targeted audience/content development/advertisement of the training), the **delivery of the training** (content, methods, time, venue, resources, language and gender competence of trainers) and **monitoring and evaluation of the capacity-building activity** (follow-ups and assessments).

<sup>44</sup> UNODC's capacity-building assistance includes expert advice, specialized training, legal assistance and a wide ray of operational tools, guides and practical resources. This brief however has a major focus on the assessment of specialized training efforts.

<sup>45</sup> See last section "short bibliography" for main documents reviewed on the preparation for the Brief.

<sup>46</sup> UNODC (2013). *Guidance Note on Gender Mainstreaming in UNODC*. Page 21

<sup>47</sup> Min Bdr Gurung, Diederik Prakke and Brigitte Leduc, *Guidelines for Gender Sensitive Training*, The International Centre for Integrated Mountain Development (ICIMOD), 2009.

### Main levels of didactics that promote gender equality and women's empowerment<sup>48</sup>

Dealing with gender in the design, delivery, monitoring and evaluation of capacity building programmes means reflecting on the following levels that constitute a whole (they are interconnected and in some respects overlapping):

- The **content**, which should address both women's and men's interests and needs and reflect on gender-based differences and inequalities related to the thematic topic.
- The **approach and methods**, which should enhance the meaningful participation of women and marginalised groups.
- The **language and communication**, which should be gender-neutral avoiding gender-based generalizations and dynamics that limit women's participation.
- The **framework conditions** (costs, place, time, access to the venue, security, compatibility with professional and personal life duties), that should put participants at their ease, enabling them to learn without pressure and develop their ideas and questions.
- The gender **competence of trainers**, which should ensure understanding of gender-related dynamics among groups and experience facilitating participatory and gender-sensitive processes, and understanding of the gender dimensions of the thematic topic of the training.

### Evaluation check list - What to look for while assessing gender aspects in capacity-building efforts?<sup>49</sup>

Design	Yes	No	Somehow	Comments / Follow up
Do the objectives of the capacity-building initiative reflect women's and men's needs and interests, based on a participatory needs assessment?				
Did the capacity-building needs assessment consulted a) both women and men, and marginalised groups, to understand their needs and capacities, and b) gender experts, to understand main gender-related issues in the specific political, cultural, and sectoral context?				
Has the target audience for the capacity-building initiative gender imbalance (e.g. female underrepresentation among police force)? Which are the reasons behind?				
Has the initiative provided equal opportunities to participate for both women and men, and marginalised groups? Look for any affirmative or gender-sensitive action at this level. Some examples: appropriate and flexible schedules that take into consideration professional and personal duties of both men and women, safe and accessible venue, training information disseminated among women's groups, asking the hosting institution to make extra efforts to nominate female applicants.				
Does the initiative covers gender aspects related to the thematic area?				
Delivery				
Have appropriate and flexible schedules for the active participation of all participants (women and men) been defined?				
Have facilitators (e.g. trainers and experts) gender competence? Look at two levels: (1) expertise in the specific topic - look if they were even hired specifically because of their gender expertise; and (2) experience on gender-sensitive capacity-building processes understanding gender-related dynamics in groups				

<sup>48</sup> Based on Swiss Agency for Development and Cooperation (2005). *Mainstreaming gender equality and the planning, realization and evaluation of training programmes*. Page 5

<sup>49</sup> Sources: Bibliographical resources recommended in the bibliography section, and UNODC Guiding Document "Gender-responsive evaluations in the work of UNODC" (2017)

Is there any gender or geographical imbalance among facilitators? Which are the reasons behind?				
Does the capacity-building initiative use gender-sensitive methods and tools? For example, often organizations go for new means to develop trainings (such as e-learning) not realizing that this may be excluding potential participants. There is ample evidence backing that “technological” barriers would typically affect women more than men. It is also important for example to pay attention to the composition and use of small groups during the training. In mixed groups, each gender should if possible have a minimum representation of 30%, a ratio which will ensure that even a minority can be heard <sup>50</sup> .				
Are sex-disaggregated data and experiences from both women and men used during the capacity-building activity? Materials used in trainings (documents, pictures, illustrative examples, etc.) must always be checked to see whether they include sexist elements, whether they adequately present the social realities of both genders and work towards changes <sup>51</sup> . For example, displaying pictures, diagrams, or illustrations that show both women and men as key players in the thematic area/sector.				
<b>Monitoring and Evaluation</b>				
Has the capacity-building initiative defined gender-sensitive outputs and indicators? For example, knowledge gained on the gender dimensions of the thematic topic; changes in attitudes and practices concerning gender inequalities; increased the skills and confidence of participants, specifically of female participants; or, specific indicators that measure if the training itself mainstreams a gender perspective.				
If capacity-building assessments exist, do they analyse in a gender-disaggregated manner potential differences in how women and men gain knowledge, capacities and reflect upon it?				

### Sources you need to consult (minimum requirements):

<b>Documents</b>
<b>Project/programme document</b> including budget.
<b>Progress reports</b> (including the last one available).
Capacity-building <b>strategy paper</b> (if any), <b>content/curricula</b> , training materials, lists of <b>participants</b> and <b>assessment forms</b> .
Relevant <b>publications</b> explaining the main gender aspects in the thematic area evaluated in particular in relation to the modality of implementation chosen for the capacity building initiative (trafficking in persons; money laundering; corruption; terrorism; wildlife crime; drugs tracking; etc.).
<b>People</b>
<b>Project/programme manager</b> .
<b>Core Learning Partners (CLP)</b> .
A <b>sample of trainers/facilitators/experts</b> (men and women).
A gender <b>‘bellwether’</b> – a person or institution not involved in the intervention with recognised expertise on gender and the thematic area under evaluation.
(If available) The <b>gender focal point</b> of UNODC for this particular thematic area and/or the <b>gender adviser</b> at UNODC.

<sup>50</sup> Swiss Agency for Development and Cooperation (2005). *Mainstreaming gender equality and the planning, realization and evaluation of training programmes*. Page 8

<sup>51</sup> Ibid. Page 7

A **survey** to all beneficiaries (or a statistically representative sample) of the capacity-building initiative. The survey should include questions to elicit gender information and it should differentiate between male and female respondents<sup>52</sup> to analyse possible differences.

### Short bibliography for further reading<sup>53</sup>:

- Swiss Agency for Development and Cooperation (2005). **Mainstreaming gender equality and the planning, realization and evaluation of training programmes:** <http://www.eldis.org/vfile/upload/1/document/0708/DOC19236.pdf>  
This paper provides detailed information and practical incentives for mainstreaming gender equality in the planning, realization and evaluating of training programmes. It is applicable to all SDC employees and consultants whose everyday professional responsibility it is to organize training programmes, seminars, workshops and courses. It is based on the concept of didactics that promotes gender equality, the five levels of which are described and explained in the second part of this paper. Part three contains practical tips and suggestions for dealing with this issue.
- The International Centre for Integrated Mountain Development/ ICIMOD (2009), prepared by Min Bdr Gurung, Diederik Prakke and Brigitte Leduc. **Guidelines for Gender Sensitive Training (ICIMOD):** <https://www.icimod.org/resource/1291>  
Based on ICIMOD's experience in organising capacity building and upscaling activities in the region, this guideline aims to provide some guidance to increase women's participation in training and workshops by making such initiatives more gender sensitive.
- UNEG (2017). **Good practices for integrating gender equality and human rights in evaluation:** <http://www.unevaluation.org/document/download/2695>  
This publication on Good Practices provides a snapshot of 17 good practices from 12 UNEG members representing a variety of UN organizations.
- UNEG (2014). **Integrating Human Rights and Gender Equality in Evaluation:** <http://www.unevaluation.org/document/detail/1616>  
This in-depth guidance handbook was produced to serve as a field guide to improve human rights and gender equality responsive evaluation throughout the UN system.
- UNODC (2013). **Guidance Note on Gender Mainstreaming in UNODC:** <http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf>  
The purpose of this Guidance Note is to assist UNODC staff to effectively integrate a gender perspective into all aspects of their work and through the project cycle.
- UN Women Training Centre (2016), prepared by Lucy Ferguson, Ruya Leghari, and Emma Wretblad. **Compendium of good practices in training for gender equality:** <http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/compendium-of-good-practices-in-training-for-gender-equality.pdf?la=en&vs=1218>  
This Compendium offers in-depth information on ten different good practices, including detailed outlines of training courses; examples of dealing with challenges that arise in training for gender equality; and a collection of tools and activities for use in such training initiatives.

---

<sup>52</sup> There should however always be an option to not choose male or female categories in a survey. Including a third option "other" can also be a good-practice.

<sup>53</sup> This short bibliography includes the main documents reviewed in the preparation for this Brief. They include further information on the different aspects presented in the Brief.