



UNODC

United Nations Office on Drugs and Crime

Independent Evaluation Section



GUIDANCE NOTE FOR EVALUATORS

INCLUSIVE EVALUATIONS



UNITED NATIONS OFFICE ON DRUGS AND CRIME
Vienna

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INCLUSIVE EVALUATIONS



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ACRONYMS

| | |
|-------|---|
| GEEW | Gender Equality and the Empowerment of Women |
| IDE | In-depth Evaluation |
| IES | Independent Evaluation Section |
| IPE | Independent Project Evaluation |
| OHCHR | Office of the United Nations High Commissioner for Human Rights |
| SDGS | Sustainable Development Goals |
| SWAP | United Nations system-wide Action Plan |
| UNDIS | United Nations Disability Inclusion Strategy |
| UNEG | United Nations Evaluation Group |
| UNFPA | United Nations Population Fund |
| UNODC | United Nations Office on Drugs and Crime |

I. INTRODUCTION

The Independent Evaluation Section (IES) of the United Nations Office on Drugs and Crime (UNODC) has a mission to lead and guide independent evaluations and related services and products in order to provide objective information on the Entity's performance and to improve UNODC and partner countries' accountability and evaluation-based decision-making in the response to drugs, crime, corruption and terrorism. As a member of the United Nations Evaluation Group (UNEG), IES is following its norms and standards.

Ensuring fully inclusive and participatory evaluations is a mandate for UNODC and of utmost priority for IES. As part of this commitment, UNODC must annually report on the extent to which evaluations were gender-responsive, as well as youth and disability-inclusive using the United Nations System-wide Action Plans on Gender and Disability and the Youth 2020 Scorecard. In support of these efforts, IES has taken measures to mainstream gender, human rights and inclusivity throughout its work, for example, reviewing and updating templates and the UNODC Evaluation Policy, mainstreaming gender, human rights and inclusivity into newly developed guidelines and syntheses, completing the SWAP reporting and participating in the UNEG Gender, Human Rights and Disability working group.

In accordance with the UNEG guidance on "Integrating Human Rights and Gender Equality in Evaluations", "Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator", the "Universal Design for

Evaluation Checklist", "Youth, Peace and Security Programming Handbook" and others, the overall purpose of this guidance is to strengthen the inclusion of marginalized and/or underrepresented groups, in particular persons with disabilities and youth, in all IES evaluation processes and deliverables.

This guidance complements and should be read in conjunction with the guidance documents on [mainstreaming gender](#) and [human rights](#), as well as the [UNODC Evaluation Handbook](#).

KEY FRAMEWORKS AND DEFINITIONS

Enshrined within the [2030 Agenda for Sustainable Development](#) (2030 Agenda) and its Sustainable Development Goals (SDGs), Member States made a commitment to the principle of "leaving no one behind", and reducing discrimination, exclusion, inequalities and vulnerabilities that exacerbate poverty and undermine the achievement of a more equitable future for all. The United Nations approach to leaving no one behind was formalized in the [Shared Framework on Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development](#). This conceptual framework focuses on concepts of equality, non-discrimination and equity, and guides agencies towards implementing and measuring progress globally for all people at the disaggregated level, rather than in averages or in the aggregate.

Figure 1. Conceptual framework

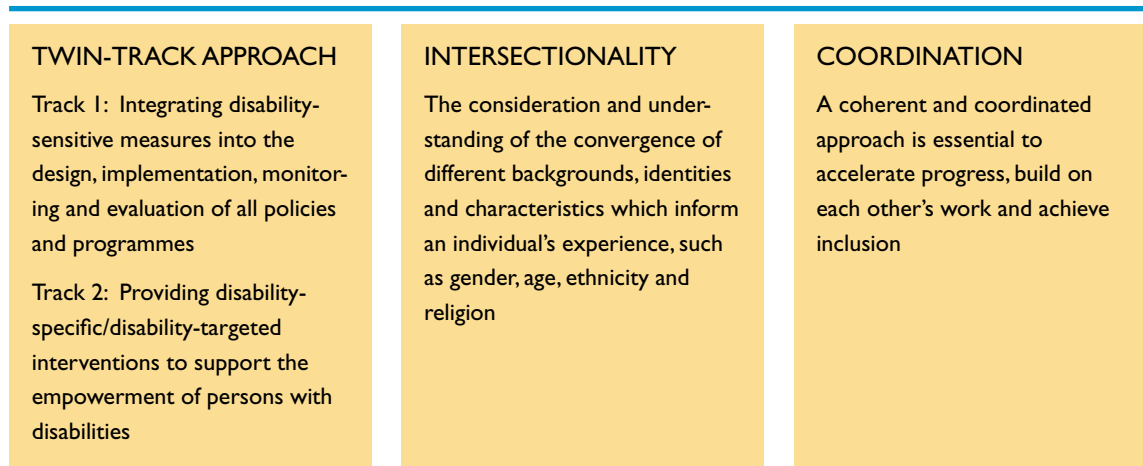


The **United Nations Disability Inclusion Strategy (UNDIS)** was launched by the Secretary-General in June 2019, providing the basis for sustainable and transformative progress on disability inclusion through a policy and accountability framework for the implementation of the **Convention on the Rights of Persons with Disabilities (CRPD)** and the 2030 agenda, among other international human rights instruments.

Disability inclusion requires that there is meaningful participation of persons with disabilities, in all their diversity, in the promotion and mainstreaming of their rights into the work of the Organization, in the development of disability-specific programmes, and in the consideration of disability-related perspectives, in compliance with the Convention on the Rights of Persons with Disabilities.¹

The strategy is based on three overarching approaches to achieve disability inclusion:

Figure 2. Approaches to achieve disability inclusion



The accountability framework, specifically, has two aligned components: an entity accountability framework and a United Nations Country Team accountability scorecard. It is organized around four core areas of responsibility:

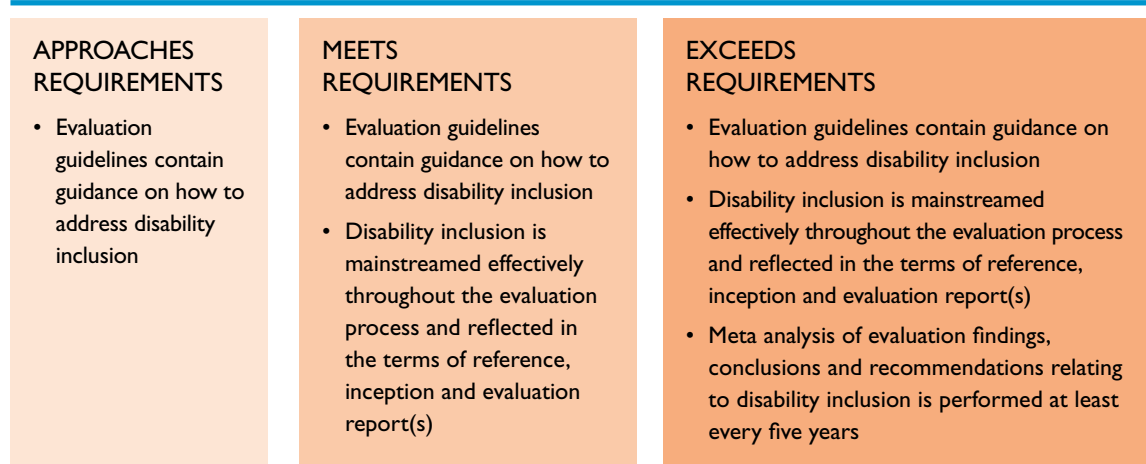
- (1) Leadership, strategic planning and management;
 - (2) Inclusiveness;
 - (3) Programming;
 - (4) Organizational culture.
- Evaluation is one of four indicators under programming in the UNDIS entity accountability framework.

¹ United Nations Disability Inclusion Strategy (2019).

The document "Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Accountability Framework Evaluation Indicator" (January 2022) includes measures for mainstreaming disability inclusion into terms of reference, methodologies and

reporting, and raises awareness of critical issues to consider across phases, including reasonable accommodation, accessibility and the principles of universal design, so that institutions and their evaluation offices can work towards "exceeding" requirements.

Figure 3. UNDIS Accountability Framework Evaluation Indicator



Launched in 2018, **Youth 2030: The UN Youth Strategy** is the first system-wide strategy guiding joint action towards meaningful work with and for young people around the world. The strategy similarly endorses intersectionality, with the objective of facilitating "increased impact

and expanded global, regional and country-level action to address the needs, build the agency and advance the rights of young people in all their diversity around the world," as well as to ensure their engagement and participation in the 2030 Agenda for Sustainable Development.

The strategy is founded on four cross-cutting commitments and actions by the United Nations to become the following:

Figure 4. Four cross-cutting commitments



Similar to the UNDIS Accountability Framework, the Youth2030 Scorecard for United Nations Entities is the framework for understanding and reporting on entities' performance on Youth2030 implementation, including indicator 6 "Evidence on youth", which focuses on the extent to which United Nations entities undertake cutting-edge research, analyses and evaluations to guide evidence-based advocacy and action on youth.²

In 2022, the **UNODC Evaluation Policy** was updated to reflect its alignment with the **UNODC Strategy 2021–2025** and commitment to ensuring gender equality, human rights, the principle of leaving no one behind and disability inclusion are effectively mainstreamed throughout the evaluation cycle, from planning and preparation

to implementation, reporting and the dissemination of results. Similarly, the new **UNOV/UNODC Strategy for Gender Equality and the Empowerment of Women (2022–2026)** incorporates a theory of change which highlights the important pathway between evaluating gender-equality targeted performance across levels and generating data and knowledge, to achieve results in the areas of equitable access to justice, gender-responsive policing, and crime and terrorism prevention. This document provides further guidance and a step-by-step process, including the roles and responsibilities of IES and the project/programme teams (as evaluation managers and commissioners) as well as for evaluation teams (as implementers) in support of inclusive evaluation at UNODC.

² www.unyouth2030.com/_files/ugd/b1d674_4383d4e116aa43a890b2c6eb59477871.pdf

II. STEP-BY-STEP PROCESS

The purpose and benefits of taking an equity and inclusion lens in evaluations are multiple and include becoming more mindful of diversity in the work of UNODC and its evaluators, strengthening the capacity of teams to mainstream a diversity of perspectives into project/programme design, targeting and implementation, supporting a positive and respectful work environment at UNODC in line with the UNODC Strategy

2021–2025 and the UNOV/UNODC Strategy for Gender Equality and Women’s Empowerment 2022–2026, and, ultimately, addressing the systematic barriers and inequities people face to support more just, inclusive and resilient societies. This inclusive evaluation guidance document is structured as follows, including links to complementary UNODC tools, templates and guidance for conducting inclusive evaluations.

Figure 5. Step-by-step process

| | RESPONSIBILITIES | TOOLS/TEMPLATES |
|------------------------------|---------------------------------|---|
| PLANNING PHASE | A IES AND PROGRAMME TEAM | <ul style="list-style-type: none"> • UNODC EVALUATION POLICY • TERMS OF REFERENCE (IPE/IDE) • INCLUSION CHECKLIST AND • GENDER BRIEF FOR MANAGERS |
| INCEPTION PHASE | B EVALUATION TEAM | <ul style="list-style-type: none"> • INCEPTION REPORT (IPE/IDE) • GENDER GUIDANCE • EVALUATING INTERVENTIONS ON PVE AND CRIME PREVENTION • UNIVERSAL DESIGN FOR EVALUATION CHECKLIST (EXTERNAL) |
| DATA COLLECTION AND ANALYSIS | C EVALUATION TEAM | <ul style="list-style-type: none"> • OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS GUIDANCE ON INTERVIEWING |
| REPORTING | D EVALUATION TEAM | <ul style="list-style-type: none"> • EVALUATION REPORT TEMPLATE (IPE/IDE) • EVALUATION BRIEF (IPE/IDE) • GENDER-SENSITIVE LANGUAGE • DISABILITY-INCLUSIVE COMMUNICATION |
| DISSEMINATION | E IES AND PROGRAMME TEAM | <ul style="list-style-type: none"> • EVALUATION FOLLOW-UP PLAN AND MANAGEMENT RESPONSE |

A. PLANNING

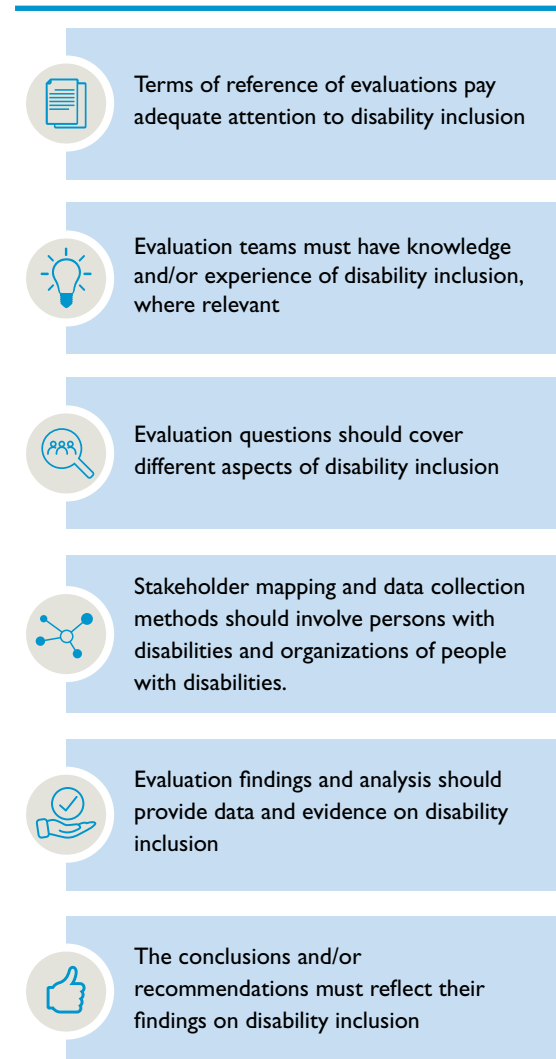
In order to approach the requirements of the UNDIS Entity Accountability Framework, an entity's evaluation guidelines must address disability inclusion through the six elements highlighted in figure 6, and to meet requirements, these criteria must be carried through to implementation and reporting.³ As such, the planning phase, which is primarily owned by the project managers from the commissioning projects/programmes with support from IES, is a critical time to set the stage for external evaluators to mainstream inclusion objectives in the evaluation process through the development of the terms of reference. This phase captures the "Initiate", "Prepare", and "Recruit" steps within the **UNODC-IES Steps** of a UNODC **In-Depth Evaluation (IDE)** and **Independent Project Evaluation (IPE)**. Preparatory work starts at least 7 months before the planned finalization of an independent project evaluation and 10-12 months for an IDE.

While mainstreaming inclusion should ultimately start at the project design phase, the purpose of this guidance is to drive UNODC evaluators towards designing and implementing more inclusive evaluation processes and products. However, there are numerous resources available to staff/managers for integrating **gender** and **youth** into UNODC programme/project design, implementation and monitoring processes across thematic areas, and more resources are being developed related to **disability inclusion**. These UNODC strategies and resources should be reviewed and considered in the desk review, especially for evaluators less familiar with the work of UNODC.

In addition, all preparatory deliverables and tasks completed by the project managers and IES in the

planning phase should be revisited by evaluation teams to ensure a shared and deepened understanding of the terms of reference. A **Gender and Inclusion Checklist for Evaluation Managers and IES** is available to guide staff in quality assuring the extent to which evaluations are gender-responsive and inclusive, which is also available to external evaluators for cross-checking their own work.

Figure 6. UNDIS Entity Accountability Framework Requirements for Evaluations



³ "Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator" (January 2022).

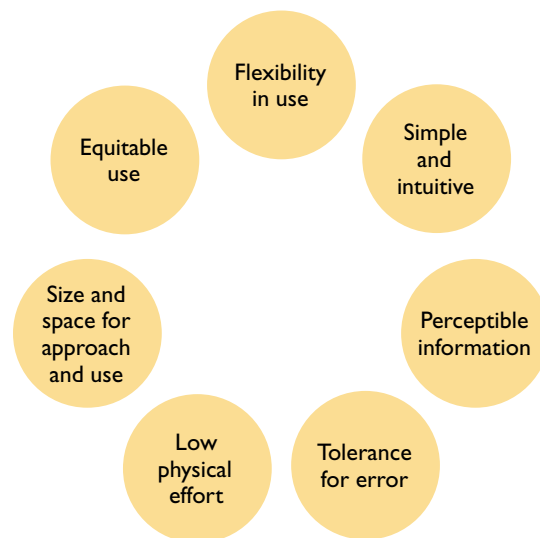
B. INCEPTION

While the evaluation team is not fully involved in the planning phase, the evaluation team should utilize the inception phase to further engage with the project managers on all tasks undertaken in the planning phase and deepen understanding of the project/programme, its stakeholders and its evaluability, as well as to collaborate with IES to ensure evaluation processes are inclusive. This involves a kick-off meeting between the project managers, evaluation team and IES. This should include an extensive desk review, potentially limited inception interviews, preliminary analysis, as well as the development of an inception report outlining the proposed methodological approach responding to the requirements set out in the terms of reference and using the UNODC Evaluation Inception Report Template.

The inception phase is important for sharing expectations and obtaining a common understanding of what an inclusive evaluation entails in the context of the evaluation subject and geography, and how the process will “consider the breadth of human diversity across the lifespan to create design solutions that work for all users,” in accordance with the seven principles of universal design (See figure 7).

There is emphasis placed on understanding the evaluation context, as it is not the case that all interventions reach the most vulnerable and left behind populations; however, there is a need for evaluators to more thoughtfully consider **who** are vulnerable populations in the context of the intervention, were they included or excluded and **why**, and **what** is being done to promote inclusion or what could be done differently to ensure inclusion. Finally, **how** can evaluators use their own experiences and capacities to understand and become an ally for people experiencing exclusion in the thematic areas of the work of UNODC, in

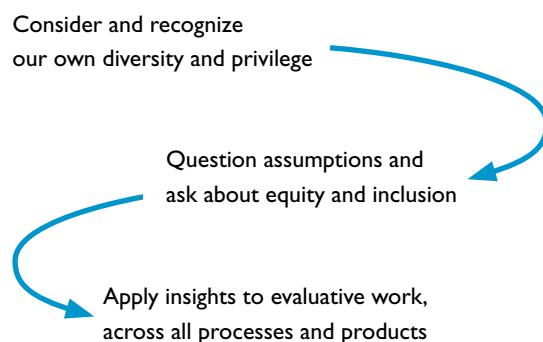
Figure 7. Principles of universal design



Source: <https://universaldesign.ie/what-is-universal-design/the-7-principles/>

institutional practices and in evaluation processes themselves? These guiding questions will help evaluators towards providing highly relevant and useful evaluations that contribute towards larger objectives for inclusion and transformation.

Figure 8. Starting with an inclusive lens



DELIVERABLE AND
RECOMMENDED STEPS

STEP 1

Desk review and
inception interviews

The desk review and, possibly, preliminary inception interviews, allow the opportunity to deepen the **evaluability assessment** and **stakeholder analysis**, and to **develop preliminary findings** or queries related to equity and inclusion as well as other evaluation criteria. The evaluation team is recommended to:

- ✓ Plan sufficient time (approximately one to two days) to ensure each team member carries out a thorough review of the **UNODC Evaluation Handbook**, **UNODC Toolkit for**

Evaluating Interventions on Preventing and Countering Crime and Terrorism (among other relevant guidelines shared by IES, such as the **Universal Design for Evaluation Checklist**), which both address and provide further evaluation tools and guidance on mainstreaming gender, human rights and inclusion aspects into evaluations

- ✓ Resources: Other complementary guidelines which should inform the evaluation process include the United Nations **Disability-Inclusive Language Guidelines**, the **Disability-Inclusive Communications Guidelines**, and the **UNODC Guide on Gender-Inclusive Communication**. These documents are reference points and frameworks in themselves for understanding and

TIP!

Many United Nations agencies are collaborating to find innovative ways to engage youth, and publish feedback, guidance and results, which can be considered within the search for external documentation. For example, the **UNICEF U-Report** is a digital platform for engaging young people in programme priorities, emergency response and advocacy actions. This innovative platform shares information, raises awareness on issues important to adolescents and youth, and collects quantifiable and disaggregated data on specific themes impacting their everyday lives, including for the most vulnerable, which can be actioned on by decision makers/duty bearers.

Depending on the thematic and geographic focus of the UNODC programme under evaluation, this platform can be an important resource for understanding and incorporating the opinions of youth into situation/context analysis or for triangulating and benchmarking results data. For example, a 12 November 2017 poll on “mapping unsafe spaces for girls” gathered data from 6,801 respondents globally, of which 51 per cent were female and 40 per cent aged 15–19. The poll asked youth questions such as “can girls move around freely in your community without fear of violence/harassment?”, “where do girls feel unsafe in your community?” and “what do you need to create a safer space in your school/uni/community?” The responses can be further disaggregated by country and showed, for example, that 68 per cent of youth in Mexico, 48 per cent in Colombia and 60 per cent in Egypt felt girls could not move around freely and the primary place where all girls felt unsafe were the “streets.” Data can also reveal differences in priorities for global programmes; for example, while youth in Egypt felt the “freedom to speak out” would create safer spaces (47 per cent), in Colombia, youth needed “greater support from parents/teachers” (47 per cent).

Other polls with relevant thematic focus to UNODC include: “Making Internet a safe space for young people”, “Experiences of violence”, “Migration as a human right”, “Internet privacy”, “inclusion, diversity and religion” and “European Union-African Union Peace, Security and Governance”.



viewing the project with an “inclusive” lens and for structuring deliverables, such as data-collection tools and the final report

- ✓ Revisit and expand the evaluability assessment, reviewing the extent to which data are available in documents to assess equity and inclusion of vulnerable and/or marginalized groups, youth and persons with disabilities, and to respond to the proposed evaluation questions; identify and note gaps to be highlighted and queried within the inception interviews and inception report and/or request additional documentation from the project manager
- ✓ Search for additional UNODC as well as external documentation to understand the inclusion aspect of the project/programme, as well as the related sensitive topics and thematic areas in which UNODC engage (e.g. terrorism prevention, criminal justice or human trafficking); learn about community practices and cultural norms regarding disability (or in relation to other groups, such as survivors of trauma or migrant or refugee populations)
- ✓ Organize an online briefing session among team members and, as a team (likely led by the gender, human rights and/or inclusion expert), come to a shared understanding on what inclusivity means in the context of the project, the main components and methods for inclusive evaluations, and the extent to which the evaluation can meet expectations depending on the requirements and available resources

If an expert is not available on a team, arrange a consultation/inception interview with a gender, disability inclusion or youth focal point and/or ensure at least one related umbrella organization/association representing diverse groups is identified and engaged as a core learning partner.

DELIVERABLE AND RECOMMENDED STEPS

STEP 2

Developing the inception report

Human rights and gender equality-responsive and inclusive 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; (b) in how the evaluation itself is carried out.⁴ The fine details on how each will be considered and accomplished should be laid out in the inception report, and are presented below in alignment with the inception report sections.

Desk review summary, including stakeholder analysis and in-depth evaluability assessment:

- ✓ Highlight the equity and wider inclusion dimensions/context of the subject evaluated, including relating to disability, and using national statistics or other evidence as gathered through the desk review and inception interviews
- ✓ Deepen the stakeholder analysis, including identifying and analysing relationships between duty bearers and persons identified from leave-no-one-behind groups and/or persons affected by specific factors that drive discrimination and inequality in the context of the programme/project; detail expectations and limits to their full participation in the evaluation process
- ✓ Deepen the evaluability assessment and include a brief summary of the preliminary

⁴ www.unodc.org/documents/evaluation/Tools/UNODC_Evaluation_Handbook.pdf

findings and areas for further exploration as they relate to disability inclusion and leaving no one behind (mainstreamed across criteria), minimally including:

- *Relevance*: Whether a situation analysis, conflict analysis, gender analysis or other scoping activity was done, which groups were identified as in need or at risk, and the extent of integration of needs and analyses into the project design (e.g. programme/project document and logical framework)
 - *Efficiency*: An assessment of the extent of consideration and application of inclusion and leave-no-one-behind principles in budgets and monitoring strategies (including sampling, data collection tools, methodologies) and whether existing data are equity-sensitive and inclusive (e.g. disaggregated by gender, age, disability status, among other identities relevant to the project context)
 - *Effectiveness/impact/sustainability*: An assessment of any preliminary anticipated or unanticipated results of the programme/project for different groups and whether the programme is driving sustainable and transformative change among vulnerable and excluded populations (or why not)
- ✓ Analyse gaps and additional areas of inquiry in the preliminary desk review findings, including whether differential results could be presented, and ensure the evaluation questions under the “human rights, gender equality, disability inclusion and leaving no one behind” criterion are appropriately phrased or adapted to address any identified gaps; where relevant, evaluation questions regarding other criteria can integrate issues of diversity, non-discrimination and inclusion as well
- *Resources*: Indicative questions are included in the [UNODC Toolkit for](#)

Evaluating Interventions on Preventing and Countering Crime and Terrorism, Annex 6 and the UNFPA Guidance on Integrating the Principles of Leaving No One Behind and Reaching the Furthest Behind in UNFPA Evaluations

- ✓ Reconstruct the intervention logic of the project/programme based on the desk review/inception interviews, as needed, to ensure the gender, equity and inclusion aspects are sufficiently mainstreamed
- ✓ If there are other changes to the terms of reference proposed in relation to the evaluation scope, questions, methodologies and workplan to ensure the evaluation more thoroughly prepares for locating and accessing diverse stakeholders and participants, these should be highlighted; use the inception phase and expertise of the evaluation team to tailor the scope and increase usability of the evaluation to diverse audiences

Evaluation methodology, approach and sampling:

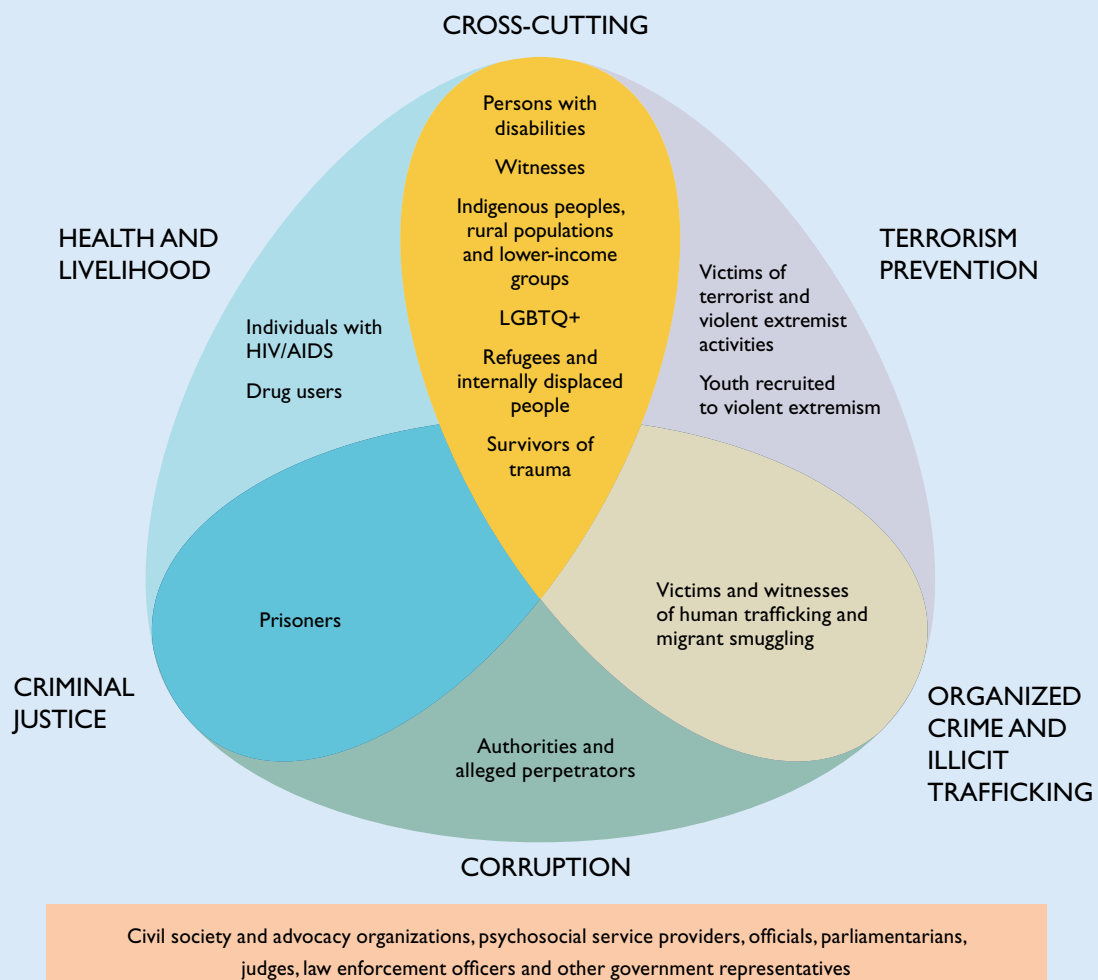
- ✓ Use mixed-methods and participatory approaches appropriate for engaging participants of diverse abilities, communication styles and cultural backgrounds, recognizing intersectionality
- ✓ Integrate the collection and systematic analysis of pre-existing statistics or data sets, especially in cases where it is difficult to locate and recruit diverse, hard-to-reach participants; “good enough” quantitative data is better than the total absence of data related to the structural or systemic drivers of exclusion and the inequities people/communities face in relation to the programme/project

TIP!



The following figure provides an indicative, though not exhaustive, list of at-risk and/or otherwise “left behind” groups to consider in the context of UNODC thematic areas of work. Through an awareness of intersectionality, it is important to note that the groupings by thematic area are not mutually exclusive, as it is highly possible to identify, for instance, “victims of terrorist activities” who are also persons with disabilities, or “victims of human trafficking” who are HIV positive. However, it is important to acknowledge that, as per the UNODC Evaluation Handbook, it is not always possible or ethical to engage the most vulnerable in the context of the work of UNODC on drugs and crime with security and criminal justice institutions, and so the perspectives of support services, civil society organizations, human rights advocates or other representatives of diverse groups may be sought instead.

Figure 9. Stakeholder mapping in UNODC areas of work



- ✓ Describe how the methodology is appropriate for conducting gender, conflict and social inclusion analyses, including a discussion of conceptual or analytical models or frameworks used to facilitate greater understanding of empowerment, equity and inclusion findings (which should be integrated into the reconstructed theory of change and evaluation matrix)
 - *Resources:* The **Youth, Peace and Security: A Programming Handbook** provides excellent guidance on planning and conducting youth-sensitive conflict analyses (chapter II) as well as utilizing analytical frameworks and theories of change for understanding political inclusion, economic empowerment and decent work, gender and peacebuilding (chapter III)
- ✓ Describe ethical considerations, including how the data-collection methodology will be sensitive to the needs of vulnerable or marginalized groups and how it will make any accommodations to ensure their maximum and safe participation in the data-collection processes (for example, considering how surveys and/or focus groups target different groups according to needs, the location and time of interviews/discussions, the kinds of questions asked, and whether simultaneous interpretation, sign language or other accessibility features will be used)
- ✓ Using the updated stakeholders map, ensure the sampling framework represents the participant population and intersectional identities, and that rights holders' organizations are represented
- ✓ Note down any limitations, challenges or risks related to engaging vulnerable or marginalized groups. For example, if there is a perceived risk for a specific group due to their participation, they should be excluded from

the sample and/or a sufficiently in-depth “do no harm” analysis conducted to ensure risks do not outweigh benefits to participation and appropriate mitigation methods are in place and referenced

- ✓ The effort to capture perspectives of diverse groups should be made not only at community or end-beneficiary level but also at institutional level (e.g., when identifying key informants)

Evaluation matrix and other items:

- ✓ Mainstream disability-, gender- and/or youth-inclusive indicators within the evaluation matrix (these can be indicators specifically targeted at measuring inclusive elements of the programme/project, or ensuring indicators gather and analyse disaggregated data)
- ✓ Present the evaluation team's composition, and the key roles and duties of each team member in accordance with their areas of expertise; observe how they respond to the requirements set in the terms of reference (including their knowledge of inclusion issues)

TIP!

The **Youth, Peace and Security: A Programming Handbook** also provides three approaches to conducting youth-responsive evaluations (see the box below). For more information and resources on recruiting youth as members of evaluation teams for youth-focused or youth-led evaluations, **EvalYouth** supports and promotes young evaluators, while the South African Monitoring and Evaluation Association have also supported the recruitment of **emerging evaluators** in Southern Africa, both supporting increased inclusion in the evaluation profession.



YOUTH-SENSITIVE EVALUATION

A youth-sensitive evaluation applies a youth lens to evaluate the particular experience of young women and men with respect to the project's implementation, outcomes and impact. It examines whether a project addresses the different priorities and needs of young people, and assesses if it has had an impact on young people's situation and, if so, how.

There is no specific methodology for carrying out a youth-sensitive evaluation. However, at a minimum it should do the following:

- Include at least one explicit youth-focused evaluation question.
- Ensure that the data that are collected and analysed are disaggregated by age.
- Include a discussion on age-based power and discrimination structures.
- Include conclusions and recommendations that address generational inequalities.
- Make sure that young people are respondents and include them in reference groups to ensure that the evaluation results reflect the particular experiences of young women and men of different backgrounds.
- Youth-inclusive evaluation goes beyond being youth-sensitive by seeking opportunities to directly engage youth in the process of evaluation. Youth may be part of the evaluation team, including as respondents in data collection, or may be members of stakeholder consultations or reference groups to ensure that the evaluation results reflect the particular experiences of young women and men.

YOUTH-FOCUSED EVALUATION

A youth-focused evaluation pertains mostly to projects whose main focus is to achieve a specific youth and peacebuilding goal. It could, however, also be deployed when teams are interested in learning how an initiative that did not include youth may have nonetheless indirectly or unintentionally affected young women and men.

For example, if a drug demand reduction process were designed and implemented without considering youth, teams may benefit from a youth-focused evaluation to increase understanding of the consequences of the drug demand reduction process for youth. This information would contribute to better learning and greater accountability to a key but overlooked constituency.

YOUTH-LED EVALUATION

A youth-led evaluation fully places young women and men in the driver's seat by hiring them to lead the evaluation or specific aspects of the evaluation process. A youth-led evaluation entails, among other tasks, young people:

- Deciding the research questions
- Recruiting the evaluation team
- Deciding on the data collection instruments
- Leading the data collection
- Interpreting and analysing the findings
- Presenting recommendations for change.

Remember that engaging young people in this way may require financial resources and prior training.

Although a youth-led evaluation approach ensures young people's ownership over the process, it does not automatically mean that the evaluation will be youth-sensitive and/or represent the perspectives of all youth.

Although it might be more common for young people to lead evaluations of youth-focused programmes, young people may be very well suited to leading evaluations on projects that have other peace and security goals.

C. DATA COLLECTION AND ANALYSIS

During the data-collection phase, a number of considerations and plans devised during the inception phase will need to be implemented on and realized, some of which are more nuanced than others when experienced first-hand during dynamic data-collection processes. For example, being aware of power dynamics between the evaluator and respondents as well as between different groups of respondents. It is important that evaluation teams have rigorous data-collection systems and protocols in place, while simultaneously remaining flexible to diverse groups' needs and mitigating unexpected incidents through ethical protocols and quality assurance mechanisms. While this section is organized as a separate phase of implementation from inception, it is expected that the inception report sufficiently details all data-collection tools and processes and their inclusive elements prior to starting data-collection.

As such, this section expands on the seven principles of universal design, and also proposes processes and tools, such as the Washington Group Short Set of Questions (WGQ-SS), which can help evaluation teams to collect, analyse and use quantitative data (for the purpose of disaggregation) and qualitative data to inform findings and recommendations for more inclusive programme designs.

DELIVERABLE AND RECOMMENDED STEPS

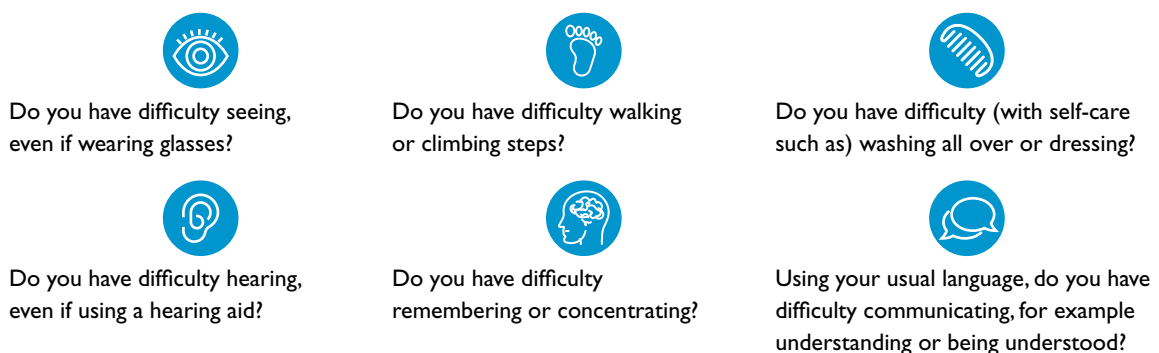
STEP 3

Data-collection tools

Data-collection tools are a bridge between the evaluation matrix and the evaluation findings, ensuring that adequate information is collected and disaggregated, leading to better and more nuanced analysis of the differential effects of the programme.

- ✓ Disaggregating data, at a minimum, by sex, age and disability allows deeper granularity in understanding programme processes and results in line with the leave no one behind principle; other intersections across socio-cultural categories should also be considered as contextually relevant. As such, any survey or interview protocol should consult good practices in gathering identifying information (e.g. including non-binary options to gender identifying questions, and using and adapting tools such as the [Washington Group Tools](#) for collecting data on disability status)
- ✓ Data-collection instruments and materials, such as consents, should be simple and intuitive and use inclusive, empowering language. In the [Universal Design Checklist \(2013\)](#), this

Figure 10. Washington Group short set of questions



means considering different communication preferences or needs tailored to varying reading levels, backgrounds and vision requirements, as well as the use of simple, concrete and culturally competent questions free from acronyms, jargon, slang and colloquial terms

- ✓ Instruments and protocols, especially surveys, should also minimize adverse or unintended consequences or errors for participants by pilot testing with participants resembling the sample; include simple instructions and questions which are easy to understand even if instructions are overlooked; enable automatic skip logic so that respondents aren't "manually" following directions on moving through the survey; and be relatively short to ensure accessibility and completion despite processing challenges or time and resource constraints
- ✓ Consider how to consult persons most affected by the problem/issue being addressed by the programme and maintain the reliability of data, approach and findings; meaningful collaborations with advocacy, civil society and youth groups can help validate data-collection tools and refine methodologies to ensure they are inclusive, disability-responsive and culturally appropriate
- ✓ It is useful to ask perception questions in surveys or interviews regarding the programme/project's accessibility of, relevance to and impact for persons with disabilities

When conducting interviews or focus groups, ensure evaluation team members are applying an intersectional lens to make sure groups are not treated as homogeneous, adding question prompts to deepen the discussion (e.g. Ask "which women?", "which men?", "which persons with disabilities?", "which youth?")

TIP!



The **United Nations Disability-Inclusive Communications Guidance** provides checklists for creating inclusive and accessible content in a variety of formats, including designing disability disclosures and consents, organizing inclusive virtual and in-person meetings and interviews, and designing online surveys, including a checklist for quality assurance for inclusion in the design of online surveys and data collection. In addition, survey and conference calling technologies, such as **SurveyMonkey**, **SurveyGizmo** and Microsoft Office applications have software-specific guidance and automated functions for ensuring accessibility.

DELIVERABLE AND RECOMMENDED STEPS

STEP 4

Data-collection processes

Data-collection processes, and subsequent analysis, should seek to understand and simultaneously address drivers of underlying issues of exclusion, discrimination and inequality in line with the twin-track approach. With sufficient planning, data collection itself can be a process for empowering excluded groups. However, minimally, consulting community and civil society organizations within data collection and validation can help to improve participation and representation of diverse rights holders.

- ✓ Consider possible intra-group and intergroup hierarchies which may be present within focus group discussions or group interviews and organize accordingly so that participant responses won't be influenced by the presence of any one person or group due to power dynamics. For example:

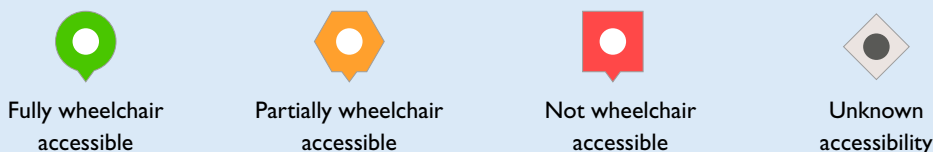
- It is probably not conducive to include senior prison officers or government officials with more junior officers in one group; other potential hierarchies may be present within and between indigenous and non-indigenous communities, refugees and host communities, women and girls and men and boys, persons using drugs and those recovering from addiction
 - When involving youth in group interviews or focus group discussions, ensure they belong to a similar age group
 - Depending on the context, having female interviewers can help increase response rates from female respondents or facilitate more honest dialogues, especially as related to sensitive issues such as gender-based violence
 - Similarly, sometimes organizations of persons with disabilities are best suited for engaging and interviewing the groups they work with; however, also consider that trusted intermediaries such as human rights organizations must consider and abide by principles of confidentiality as well
- ✓ Include extra time for engaging with participants with slower cognition, language barriers or to be respectful and observant of cultural practices/norms
 - ✓ Be aware of cultural norms such as holding eye contact, asking sensitive questions or asking direct questions
 - ✓ Plan data collection for places and times that are most widely accessible, including close to public transport routes, with comfortable seating options, allowing on-site accommodations or remote/online methods for engagement and/or at and for times considerate of daily routines and responsibilities

TIP!

It is useful to seek guidance from local stakeholders, such as implementation partners, regarding the most convenient locations and times for the engagement of various groups.

[Wheelmap.org](https://wheelmap.org) is an interactive digital map that can be used to identify and mark locations that are accessible to wheelchair users. Using a simple “traffic light” code, anyone can determine whether a location is accessible to wheelchair users. Green indicates that the location is fully accessible to wheelchair users, yellow indicates that the location is partially accessible, and red indicates that the location is not accessible. Additionally, a sizeable number of languages are available for selection on the website, and they may all be customized based on the user’s location.

Figure 11. Traffic light system for wheelchair accessible places



Even well-planned evaluations may realize in data collection that specific strata of stakeholders are attending and participating in surveys, interviews or focus group discussions; evaluation team members should be mindful of whether they are consulting with one homogeneous group of, for example, women of a certain age or social class, and consider who they might be unintentionally excluding. For example, if it is planned to have a

representative sample of women and men receiving training, are women with differing identities and experiences represented, or are only those who are urban dwelling and educated in attendance? In the case of the latter, seek to mitigate through the intentional engagement of other groups or an additional desk review, or query the reasoning for this to better understand the drivers of exclusion.

TIP!



There are major and proven obstacles to address when measuring crime prevention projects, notably, the difficulty in proving causality for the non-occurrence of an act, for example, violence or radicalization³ or in measuring difficult-to-define states and dispositions, such as confidence or social cohesion. There are also practical challenges to measurement. For example, the context for measuring the impact of preventing and countering violent extremism programmes in prisons is challenging due to the securitized, highly political and sensitive nature of the field. As such, information may be limited, inaccessible or unreliable for security institutions, or for violent extremist offenders themselves, due to the importance of confidentiality of data for national and personal security.

However, these are the circumstances often presented to evaluators of UNODC programmes/projects, and therefore it is easy for the risks and challenges of identifying and effectively and securely engaging unconvicted/in-remand offenders, witnesses of violent acts, or offender family members, to seem insurmountable, unmitigable or irrelevant, especially with time, capacity and/or resource constraints. In the example of programmes working in prisons, inception interviews with donors, programme staff and prison administration headquarters can support brainstorming on possible mitigation strategies according to what is within the mandate of the programme and institution, including the process for developing ethical protocols and receiving security clearance for conducting smaller-scale data-collection activities in this area: for example, conducting escorted observations, having subject matter experts conduct informal mini-surveys on prison climate with offenders or with their social welfare officers, and/or conducting surveys or interviews with prison officers representing underrepresented groups (such as females, youth officers and those approaching retirement age) who have and have not undergone training to understand diverse experiences and possible, unintended exclusionary effects.

Ethical considerations in all cases should consider and clearly establish: the purpose of each interview/data-collection activity, the specific information to be gathered, the person's expertise in conducting the interview, the specific local customs to be followed as well as other measures to prevent and minimize risks to interviewers/interviewees, including ensuring security and preventing stigmatization or traumatization. The **United Nations Office of the High Commissioner on Human Rights** has a clear manual of considerations for interviewing rights holders on sensitive subjects such as rights abuses, which include:

- Data-collection team should consider the status of women in society and other gender dynamics while arranging and conducting interviews with women.

³ www.unodc.org/pdf/criminal_justice/Handbook_on_VEPs.pdf

continued

- When women converse with a foreigner they do not know, there may be disparities in cross-cultural communication that evaluators should be aware of.
- In order to improve their chances of receiving refugee status or support, refugees and internally displaced persons may feel under pressure to exaggerate or conceal human rights violations they have personally experienced or witnessed. Evaluators should explicitly state that the information submitted will not have an impact on the amount of aid or other relief as a precaution.
- Children, especially younger ones, should only be interviewed in exceptional cases following a careful assessment of the child's best interest, which takes precedence at all times.
- When interviewing trauma survivors, evaluators must be sensitive to how individuals express themselves and not be patronizing or forceful. They should be informed that they can stop the interview at any moment, and decide how much they want to share.
- When interviewing indigenous, rural or low-income groups, consider their lifestyles, cultures, social relationships and foreign exposure. Civil society and community-based organizations can advise on how to approach and reassure such individuals.
- It is important to talk directly with persons with disabilities whenever they are victims or witnesses, or sources of information about violations of human rights.

DELIVERABLE AND RECOMMENDED STEPS

STEP 5

Data analysis

When analysing the data collected, the evaluation team should examine the data through an intersectional lens and identify the impact of programmes on population groups which may have been left behind.

- ✓ Expenditure data can and should be assessed to see how (and if) it has been allocated towards addressing issues related to human rights including gender equality and disability inclusion
- ✓ Look for differential results across different groups (urban/rural, men/women, youth/elderly, minority/majority groups)

Disaggregate and triangulate data across methods and sources, allowing a more thorough analysis of inclusion issues related to the project under evaluation; for example, research indicates that persons with disabilities are at a greater risk of discrimination in accessing health care and life-saving procedures, and this statistic or assumption could be queried and analysed in health-focused and anti-corruption evaluations in terms of assessing access to treatment for drug addiction or domestic violence.

D. REPORTING AND DISSEMINATION

As previously highlighted, equity-focused and inclusive report writing has to be conceived and thought through from the start of the evaluation process. Specifically, evaluation reports (draft and final) should draw from the inception report to specify the inclusive methods used, the extent to which they were carried out according to plan and any mitigation methods applied, or not, as well as include quantitative and qualitative data on the results of the project/programme on different groups. The same universal design principles considered in the design of data-collection tools should be considered in the results dissemination and learning plans to ensure a variety of stakeholders and informants access the results of the evaluation.

DELIVERABLE AND RECOMMENDED STEPS

STEP 6

Developing recommendations

- ✓ There should be at least one recommendation addressing findings and conclusions related to equity and inclusion, and it is always useful to consider as a cross-cutting issue in other recommendations
- ✓ In case there was inadequate integration of equity and inclusion, including disability inclusion, in the programme design, it is a good practice to provide specific and targeted recommendations for facilitating their future mainstreaming in new phases or similar activities
- ✓ Evaluators should also highlight specifically where the collection and analysis of equity and inclusion-related data be improved to inform subsequent cycles of programming; broad recommendations stating that, for example, more sex-disaggregated data be

collected or that gender is more adequately mainstreamed into logical frameworks, are less actionable and useful to evaluation users less familiar with good practices for gender mainstreaming or working towards gender transformative change

DELIVERABLE AND RECOMMENDED STEPS

STEP 7

Draft and final report

- ✓ Within the context section, it is recommended to provide a brief but clear description of how gender, equity, and broader inclusion elements are relevant to the topic of the evaluation and geographic context, using national statistics and other evidence
- ✓ Consider how the perspectives of different target groups were sought in the evaluation process, and whether their full participation was realized in practice
- ✓ Provide a disaggregated list of targeted stakeholders and actual respondents as an annex (disaggregated by sex, age, stakeholder type, etc.); targeted stakeholders compared to actual respondents should be presented in order to understand and analyse whether any specific group were difficult to access through data collection
- ✓ There should be thorough analysis of equity and inclusion throughout the findings section or under a separate section within findings; any unintended outcomes of the intervention on vulnerable groups should be discussed
- ✓ When presenting primary data, the evaluation team should ensure that the analysis

is disaggregated by gender, age, disability, among other factors to better analyse and understand differences between and within specific groups; if this is not feasible, a justification should be provided

- Consider a specific section in the evaluation report dedicated to examining the extent to which disability inclusion, as well as gender and human rights, have been incorporated into the design and processes of the programme (e.g., differential effects on different groups including persons with disabilities and assessing unintended results) and how the programme's achievements have contributed to the goal of leaving no one behind
- Conclusions, lessons and good practices should take up prominent cross-cutting issues from the findings in relation to equality, equity, vulnerability, disability inclusion, and HRGE and uncover barriers to transformative impact
- Evaluators should use non-ableist, inclusive and rights-based terminology and language throughout the report, considering the [Disability-Inclusive Language Guidelines](#) and the [Disability-Inclusive Communications](#)

[Guidelines](#) consulted in the inception phase; the [Gender Checklist for Content Creators](#) is also a highly relevant resource for designing the evaluation brief

- Evaluators should also consider how formatting, fonts, the use of tables and graphics, and colour contrast can increase the report's and evaluation brief's readability. The [Digital Accessibility Toolkit](#) includes tips and resources for selecting and testing font accessibility, ensuring language is easy to read, and structuring content of written materials (pages 23-29), as well as specific and clear guidance on using accessibility features in Microsoft Office applications (Word, Excel, PowerPoint)

Make sure evaluation results are shared in ways accessible to different groups including youth-friendly and disability-inclusive formats and platforms (e.g. digital formats, audiovisual, large-print, local languages or Braille), as relevant to the primary users and audience. A key question to consider in the preparation of dissemination products is: does this format or specific feature increase the number of people who can independently access and use the evaluation results and recommendations?

ANNEXES

I. DEFINITIONS

The definitions are largely drawn from the United Nations Disability Inclusion Strategy and Technical Notes (2019), though explicitly referenced if drawn from elsewhere.

| | |
|---|--|
| Accessibility | Ensuring that persons with disabilities have access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas (Convention, art. 9). |
| Barriers | Persons with disabilities may face a number of barriers depending on their type of disability. These may include structural barriers, such as physical barriers (for example, stairs for persons with physical impairments), digital barriers (for example, inaccessible websites for persons with sensory impairments), or systemic barriers in terms of policies and procedures or “how a society organises itself in areas such as welfare and support services, opportunities to own or control resources, and decision-making. Barriers can also be attitudinal, for example prejudice and negative perceptions of persons with disabilities can create barriers hindering their full and equal participation in society.” ¹ |
| Convention on the Rights of Persons with Disabilities – compliant | CRPD is an international human rights treaty. Parties to the Convention, or those countries who have ratified it, are required to promote, protect and ensure the full enjoyment of human rights by persons with disabilities. Policies and practices that follow the general principles and obligations underlined in the Convention, as well as the standards of the Committee on the Rights of Persons with Disabilities in their interpretation of the Convention. |
| Derogatory language | For example, do not speak of handicapped, suffering from disability, or helping the disabled; instead use messaging that is rights-based and empowering. |
| Disability inclusion | Inclusion entails the participation of all people in all aspects of civil, political, social and economic life. Disability inclusion includes the meaningful participation of persons with disabilities in all their diversity, the promotion and mainstreaming of their rights into the work of the Organization, the development of disability-specific programmes and the consideration of disability-related perspectives, in compliance with CRPD. |

¹ CBM Digital Accessibility Toolkit (2018).

| | |
|---|---|
| Discrimination on the basis of disability/ non-discrimination | Any distinction, exclusion or restriction on the basis of disability that has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation (Convention, art. 2). Non-discrimination requires that all people are entitled to equal treatment regardless of their particular characteristics, and is fundamental to human rights-based approaches. |
| Duty bearers | Within international human rights law, duty bearers are States (represented by their different government agencies and institutions at national and local levels). However, within a programming context, duties bearers are considered to be any State or non-State actor with either duties or responsibilities for a development intervention. This can additionally be understood to comprise "moral duty bearers" such as parents and family members as well as corporate entities and United Nations agencies. (UNEG, 2014). |
| Empowerment | Many frameworks for empowerment exist, especially women's empowerment, though the fundamentals apply to all excluded groups. Empowerment refers largely to increasing the personal, political, social and/or economic strength of individuals and groups and can involve awareness-raising, confidence-building, expansion of choices, increased access to and control over resources and the transformation of prohibitive or discriminatory norms, structures and institutions. |
| Inclusive development | Inclusive development is broad and ensures that all marginalized groups actively participate and benefit from development processes and outcomes, regardless of age, gender, disability status, state of health, ethnicity, religion, citizenship or other identifying characteristics. |
| Intersectional approach | An intersectional approach ensures that interventions are based on an understanding of the convergence of different backgrounds, identities and characteristics. Intersectionality is a way of thinking and recognizing that the experiences, needs, priorities and capacities of women, men, girls and boys are not homogeneous. Intersectional characteristics such as ethnicity, race, religion, culture, age, sexual orientation, gender identity and class can compound discrimination based on sex and on gender roles founded upon the cultural meanings given to being male or female. ² |
| LGBTQI+ | This is an inclusive term that includes people of all genders and sexualities, such as lesbian, gay, bisexual, transgender, questioning, queer, intersex, asexual, pansexual and their allies. ³ |
| Mainstreaming disability inclusion | A consistent and systematic approach to disability inclusion in all areas of operations and programming. |

² UNOV/UNODC Strategy for Gender Equality and the Empowerment of Women (2022–2026).

³ www.unfpa.org/sites/default/files/admin-resource/Guidance_LNOB_Final.pdf

| | |
|---|--|
| Organization of persons with disabilities | Organizations comprising a majority of persons with disabilities – at least half of their membership – and governed, led and directed by persons with disabilities (CRPD/C/11/2, annex II, para. 3). Such organizations should be rooted in, committed to and fully respectful of the principles and rights recognized in the Convention (CRPD/C/GC/7, para. 11). |
| Persons with disabilities | Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (Convention on the Rights of Persons with Disabilities, art. 1). |
| Privilege | “The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded to members of a dominant group in a society or in a given context.” ⁴ |
| Reasonable accommodation | “Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms” (CRPD, article 2) |
| Rights holders | Individuals or social groups that can make legitimate claims that States and other duty bearers have the obligation to fulfil. In programming contexts, "rights holders" is becoming more commonly used than "beneficiaries" as the latter term has a more passive connotation. |
| Social inclusion | Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights. ⁵ |
| Twin-track approach | Integrating disability-sensitive measures into the design, implementation, monitoring and evaluation of all policies and programmes and providing disability-specific initiatives to support the empowerment of persons with disabilities. The balance between mainstreaming strategies and targeted support should be tailored to address the needs of specific communities, but the overall goal should always be to integrate and include persons with disabilities in all aspects of society and development (E/CN.5/2012/6, para. 12). The approach combines (1) mainstreaming programmes that are inclusive of persons with disabilities and (2) targeted interventions for persons with disabilities. |
| Universal design | The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (Convention, art. 2). Similar terminology used includes design for all, inclusive design and universal accessibility. ⁶ |

⁴ https://documents.ottawa.ca/sites/documents/files/ei_lens_hb_en.pdf

⁵ www.un.org/esa/socdev/rwss/2016/chapter1.pdf

⁶ CBM Digital Accessibility Toolkit (2018).

II. ABBREVIATED CHECKLIST ON GENDER AND INCLUSION FOR IES AND EVALUATORS

The checklist is a useful tool for IES and evaluators to ensure the incorporation of satisfactory elements of gender mainstreaming and inclusion for establishing the right conditions to assess these issues.

Design and desk review

Review all documentation with a "gender and inclusion lens", identifying all data, information and stakeholders relevant to inclusion issues; identify gaps and request (if available) missing information

Indicate whether a situation analysis, conflict analysis, gender analysis or other scoping activity was done to guide the subject of the evaluation; if missing, ideally, it is also helpful to conduct a small review and analysis of external documents demonstrating gender- and inclusion-related elements of the evaluation subject

Evaluation includes description on how gender, equity, and broader inclusion elements are relevant to the topic of the evaluation and geographic context

Evaluation requests participation from expert(s) in gender, human rights, equity and participatory methodologies

Inception phase

Detail in inception report how gender, equity and gender considerations will be addressed

Adjust evaluation questions to ensure gender-responsiveness and inclusion are addressed, ideally mainstreamed in the questions

Ensure inclusion of gender-responsive and inclusive indicators in the evaluation matrix, including sources for sex-disaggregated data at least and, when available, by age, ethnicity and/or vulnerable group

Stakeholder map identifies most vulnerable, disadvantaged and/or marginalized in the context of the subject of the evaluation, including persons with disabilities at the institutional and beneficiary levels and representative organizations; the stakeholder map is reflected in the sampling plan

Include specific questions related to gender equality and human rights in all the data-collection tools (i.e. interview, focus group and survey protocols)

Anticipate and include measures to mitigate barriers and sources of exclusion

Data collection and analysis

Follow all gender- and inclusion-related guidelines for data collection included in the Inception report

Include and allow extra time for engaging with participants with slower cognition, language barriers or be respectful and observant of cultural practices/norms in scheduling and interviewing

Data collection planned for places and times that are most widely accessible, including close to public transportation routes, with comfortable seating options, allowing on-site accommodations or remote/online methods for engagement and/or at and for times considerate of daily routines and responsibilities

Present disaggregated data and look for differential results across different groups (urban/rural, men/women, youth/elderly, minority/majority groups)

Reporting – validate

Ensure the report uses gender-inclusive communication as per UNODC guidance.

To the extent possible and relevant, include local stakeholders and "leaving no one behind" in the validation exercise (workshop)

Include findings and conclusions on the integration of a gender and inclusion perspective in the programming and informing the programming

There should be at least one recommendation addressing findings and conclusions related to equity and inclusion, and it is always useful to include equity and inclusion as cross-cutting issues in other recommendations

Dissemination-share

Share the evaluation in ways accessible to different groups including youth-friendly and disability-inclusive formats and platforms

Identify specific dissemination channels for the most vulnerable/marginalized in order to increase accessibility to information and use of lessons and recommendations

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