



UNODC

United Nations Office on Drugs and Crime

Independent Evaluation Section



GUIDANCE NOTE FOR EVALUATORS

GENDER-RESPONSIVE EVALUATIONS IN THE WORK OF UNODC



UNITED NATIONS OFFICE ON DRUGS AND CRIME
Vienna

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This guidance document is based on the initial guidance document prepared by Cristina Santillán Idoate and Eva Otero Candelera, reviewed by Camille Massey and updated in 2023 by Ashley Hollister and Sarang Mangi, under the guidance and supervision of the Independent Evaluation Section of the United Nations Office on Drugs and Crime (UNODC).

The Independent Evaluation Section of UNODC may be contacted at the following:

United Nations Office on Drugs and Crime
Vienna International Centre
P.O. Box 500
1400 Vienna, Austria
Telephone: (+43-1) 26060-0
Email: unodc-ies@un.org
Website: www.unodc.org/unodc/evaluation/index.html

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ACRONYMS AND ABBREVIATIONS

CEB	Chief Executives Board
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
IES	Independent Evaluation Section
IPE	Independent project evaluation
M&E	Monitoring and evaluation
SMART	Specific, measurable, achievable, relevant and time-bound
UNEG	United Nations Evaluation Group
UNODC	United Nations Office on Drugs and Crime
UN-SWAP	United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women

I. INTRODUCTION

In line with the **UNOV/UNODC Strategy for Gender Equality and the Empowerment of Women (2022-2026)**, 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. UNODC has committed, in the new Strategy, to taking an intersectional approach to gender equality and women's empowerment. This means that interventions will be based on a context-specific understanding of people's backgrounds, identities and characteristics. Thus, the Independent Evaluation Section (IES) is committed to ensuring that all evaluations follow the guiding principles of gender equality and leaving no one behind, fully implementing gender-responsive evaluation methods and tools, and determining the extent to which UNODC interventions address issues related to gender equality, including power dynamics, social transformation, equal inclusion and participation, as well as women's empowerment. Additionally, UNODC emphasizes the inclusion of marginalized, at-risk, and difficult-to-reach populations, who are at a significant disadvantage in COVID-19.

The UNODC Evaluation Policy,¹ as the main guiding document that sets forth the principles and organizational framework for evaluation, is aligned with the United Nations Evaluation Group (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.

This guidance document for Gender-Responsive Evaluations in the work of the United Nations Office for Drugs and Crime (UNODC) is aimed at (a) presenting the most important frameworks for gender-responsive evaluations; (b) explaining what a gender-responsive evaluation entails; and (c) 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 guidance document meant to inform all types of evaluations conducted by the UNODC evaluation function, both midterm and final independent project evaluations (IPE), in-depth evaluations (IDE) (including cluster and joint evaluations) and independent strategic evaluations (ISE).²

It is conceived as a practical tool, in particular directed at the evaluation teams and programme/project managers, as well as other parties involved in the evaluation process, such as core learning partners.³ It is also available to all UNODC staff interested in mainstreaming a gender perspective in evaluation. It is a "living document" that

¹ www.unodc.org/documents/evaluation/Guidelines/UNODC_Evaluation_Policy.pdf

² See section VI of the UNODC Evaluation Policy (2022) for details on the different types (or modalities) of evaluation undertaken within UNODC.

³ See chapter 3 of the UNODC Evaluation Handbook (2017) for details on the different parties that may be involved in an evaluation process and their responsibilities.

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 guidance document will always be available on the UNODC evaluation website.⁴

The document is divided into the following thematic sections: (a) a definition of gender-responsive evaluation; (b) gender mainstreaming as a United Nations strategy; (c) evaluation and gender mainstreaming in the United Nations; and (iv) practical steps for effective gender

mainstreaming throughout the evaluation process. Furthermore, additional resources are provided in the annexes: in particular, a list of references, a 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**), stakeholder 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.

⁴UNODC evaluation site: www.unodc.org/unodc/en/evaluation/index.html

2. GENDER-RESPONSIVE EVALUATION

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: (a) the gender equality issues and relations that are central to the project/programme; (b) the extent to which the project/programme has integrated a gender perspective (gender mainstreaming) in design, planning, implementation and monitoring and evaluation (M&E); (c) the progress (or the lack thereof) towards intended results regarding gender equality and women's empowerment; (d) the degree to which gender power relations have changed as a result of the project/programme (intended or unintended); and (e) 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 of stakeholders involved in the project/programme to engage directly in the evaluation and take ownership over the evaluation process.

BOX 1. Diverse people, diverse experiences and diverse factors of discrimination

Although most United Nations gender-related policies and guidelines, this guidance 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 marginalized and/or discriminated against on the grounds 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). This is often referred to as “intersectionality”. Thus, gender-responsive evaluations should be sensitive to and include all these diverse forms of discrimination that women and men face, and recognize each person's intersectional identity.

Figure I. Benefits of gender-responsive evaluations

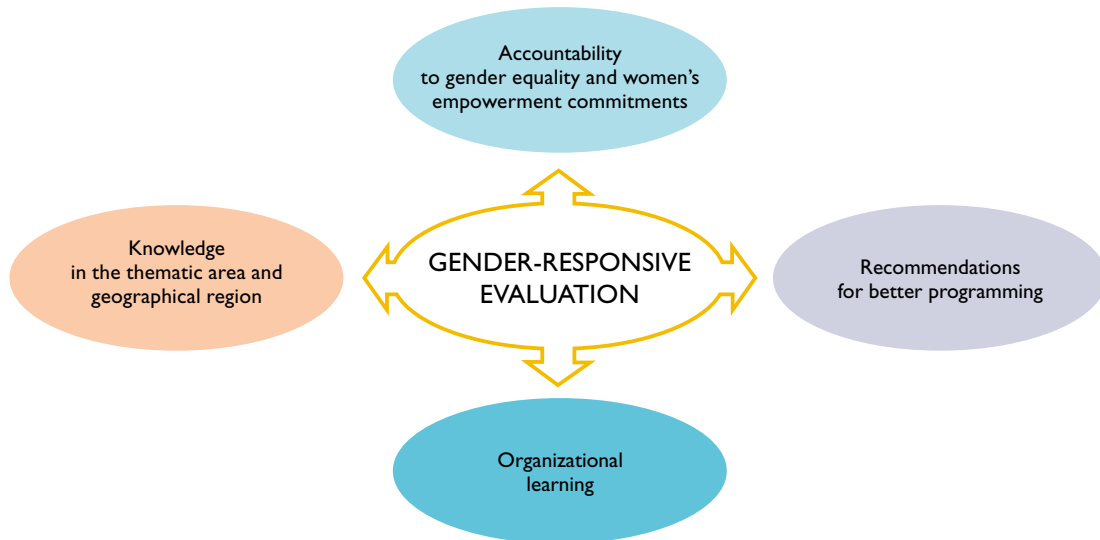
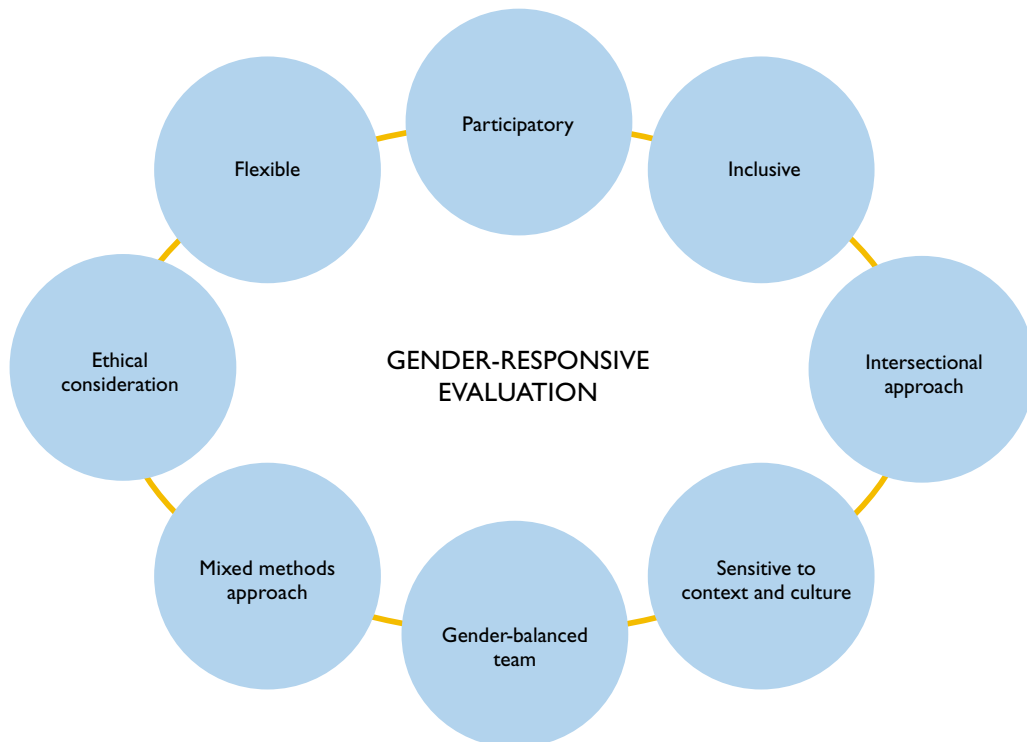


Figure II. Characteristics of gender-responsive evaluation methods



3. GENDER MAINSTREAMING – A UNITED NATIONS AGREED UPON STRATEGY

Gender mainstreaming is the strategy adopted by the United Nations for integrating gender equality and the empowerment of women in programming. In 2006, a United Nations 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.” Thus, in 2012, the United Nations 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 United Nations entities were asked to self-assess and report on progress towards meeting the 15 commonly agreed upon performance indicators for tracking six components on gender mainstreaming: accountability, results-based management, oversight (including evaluation), human and financial

BOX 2. Gender mainstreaming

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)

resources, capacity, and knowledge exchange and networking. In 2018, **UN-SWAP 2.0**, an update of the existing framework, came into effect incorporating lessons learned from the first five years of implementation, strengthening requirements and addressing United Nations contributions to gender results in the context of the SDGs.

Table 1. UN-SWAP 2.0 components and performance indicators

RESULTS-BASED MANAGEMENT	Performance indicator 1:	Strategic planning gender-related SDG results
	Performance indicator 2:	Reporting on gender-related SDG results
	Performance indicator 3:	Programmatic gender-related SDG results not directly captured in the strategic plan
OVERSIGHT	Performance indicator 4:	Evaluation
	Performance indicator 5:	Audit

Table I. UN-SWAP 2.0 components and performance indicators (*continued*)

ACCOUNTABILITY	Performance indicator 6: Policy Performance indicator 7: Leadership Performance indicator 8: Gender-responsive performance management
HUMAN AND FINANCIAL RESOURCES	Performance indicator 9: Financial resource tracking Performance indicator 10: Financial resource allocation Performance indicator 11: Gender architecture Performance indicator 12: Equal representation of women Performance indicator 13: Organizational culture
CAPACITY	Performance indicator 14: Capacity assessment Performance indicator 15: Capacity development
KNOWLEDGE, COMMUNICATION AND COHERENCE	Performance indicator 16: Knowledge and communication Performance indicator 17: Coherence

BOX 3. 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 (a) gender considerations and indicators integrated across all the components and outcomes of a project/programme with (b) 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.

4. GENDER-RESPONSIVE EVALUATIONS AT THE UNITED NATIONS

The oversight component of the UN-SWAP includes three performance indicators. One of them (PI number 5) is dedicated to evaluation and is linked to meeting the gender-related UNEG norms and standards and demonstrating effective use of 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 at supporting more systematic and harmonized reporting through the use of a common tool that allows for improved comparability across United Nations 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 criteria shown in figure 3 below for the assessment of integration of gender equality and

BOX 4. The United Nations Evaluation Group (UNEG)

is a network that develops evaluation norms and standards. UNEG norms and standards highlight the need for people-centered 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 United Nations 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 empowerment of women (GEEW) in the evaluation reports, graded on a 4-point scale for level of integration.

Figure 3. UN-SWAP 2.0 four-point scale (0-3) rating system for each criterion

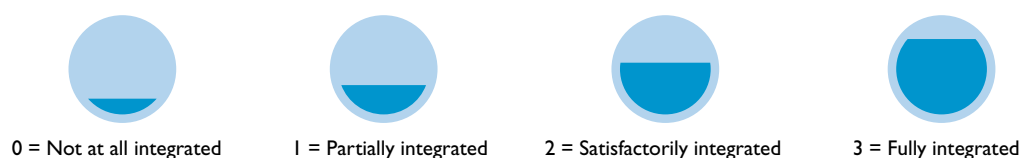


Table 2. UN-SWAP evaluation performance indicators (EPI) (as defined by UNEG^a)

CRITERIA	GUIDING QUESTIONS FOR ASSESSING INTEGRATION
<p>1 GEEW is integrated in the evaluation scope of analysis and evaluation criteria and questions are designed in a way that ensures GEEW-related data will be collected</p>	<p>(a) Does the evaluation assess whether sufficient information was collected during the implementation period on specific result indicators to measure progress on human rights and gender equality results?</p> <p>(b) Does the evaluation include an objective specific to the assessment of human rights and gender equality considerations or was it mainstreamed in other objectives?</p> <p>(c) Was a standalone criterion on gender and/or human rights included in the evaluation framework or mainstreamed into other evaluation criteria?</p> <p>(d) Is there a dedicated evaluation question or subquestion regarding how GEEW was integrated into the subject of the evaluation?</p>
<p>2 A gender-responsive methodology, methods and tools, and data analysis techniques are selected</p>	<p>(a) Does the evaluation specify how gender issues are addressed in the methodology, including how data-collection and analysis methods integrate gender considerations and ensure data collected is disaggregated by sex?</p> <p>(b) Does the evaluation methodology employ a mixed-methods approach, appropriate to evaluating GEEW considerations?</p> <p>(c) Are a diverse range of data sources and processes employed (i.e. triangulation, validation) to guarantee inclusion, accuracy and credibility?</p> <p>(d) Do the evaluation methods and sampling frame address the diversity of stakeholders affected by the intervention, particularly the most vulnerable, where appropriate?</p> <p>(e) Were ethical standards considered throughout the evaluation and were all stakeholder groups treated with integrity and respect for confidentiality?</p>
<p>3 The evaluation findings, conclusions and recommendation reflect a gender analysis</p>	<p>(a) Does the evaluation have a background section that includes an intersectional analysis of the specific social groups affected by the issue or spell out the relevant normative instruments or policies related to human rights and gender equality?</p> <p>(b) Do the findings include data analysis that explicitly and transparently triangulates the voices of different social role groups, and/or disaggregates quantitative data, where applicable?</p> <p>(c) Are unanticipated effects of the intervention on human rights and gender equality described?</p> <p>(d) Does the evaluation report provide specific recommendations addressing GEEW issues, and priorities for action to improve GEEW or the intervention or future initiatives in this area?</p>

^a These are the three (3) criteria under assessment as part of the updated UN-SWAP 2.0 Review. Each criteria is four-point scale (0-3) rating system for each criterion. 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: www.unevaluation.org/document/download/2148

A number of best practices adopted by entities to enhance and advance gender mainstreaming in evaluations were identified in the UN-SWAP EPI reporting for 2021⁵ including:

- ✓ Creating databases of high-quality, gender-responsive evaluations and lessons learned

“UNICEF’s Evaluation Office compiled a list of outstanding evaluations from the 2020 portfolio to showcase evaluations that performed well on incorporating gender into their evaluations. It is envisaged that this will be a resource that evaluation managers can use to identify good practice that can be incorporated into evaluations that are currently underway.”
- ✓ Conducting internal learning sessions on the inclusion of gender in evaluations

“In 2021, the UNFPA Evaluation Office together with Regional M&E Advisors organized the first virtual global evaluation retreat, which brought together 60 participants from Evaluation Office, regional offices, country offices and relevant HQ business units. The retreat featured a dedicated session on the integration of Leaving No One Behind and GEEW issues into evaluations”
- ✓ Updating frameworks and guidance on integrating human rights and gender

“In 2021, UNDP updated its Evaluation Guidelines which include additional information on integrating gender and disability and explains the United Nations System-wide Action Plan (for gender) Evaluation Performance Indicator.”
- ✓ Producing relevant knowledge products on mainstreaming gender

“In 2021, UNODC maintained previously identified good practices for gender-responsive evaluations and even further increased its efforts to make progress in mainstreaming gender equality in all evaluation-processes, guidelines, templates and evaluation-based knowledge products including in the Toolkit for Evaluating Interventions on Preventing and Countering Crime and Terrorism. The newly developed toolkit ensured gender-responsive evaluation approaches and processes were appropriate and contextualized for the specific UNODC mandated areas of work”
- ✓ Implementing new and innovative methods for gender integration

“The WIPO Evaluation Section has included in its 2022 annual plan consultancy services aiming to promote gender equality by using behavioural insights and nudges to improve gender equality in WIPO”

⁵www.unevaluation.org/document/download/3880

5. PRACTICAL STEPS – EFFECTIVE GENDER MAINSTREAMING IN ALL PHASES OF THE EVALUATION PROCESS

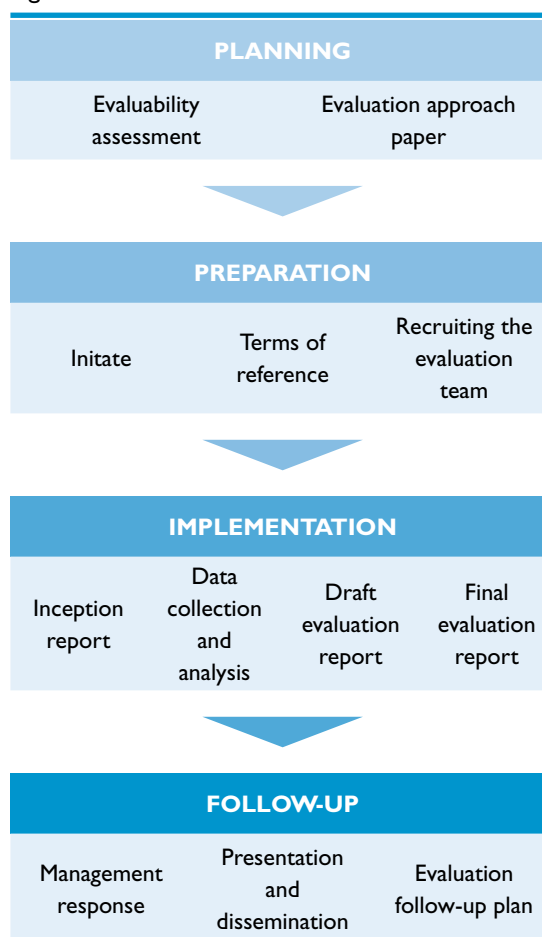
PRE-PHASE – PROJECT/ PROGRAMME DESIGN AND APPROVAL

Although not strictly a stage of the evaluation process, the design phase of a project/programme affects its evaluability.⁶ During the programme/ project design phase, managers need to consider what will be evaluated and how, 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 assessments. Thus, gender-related issues and inequalities related to thematic areas, targeted population and 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

Figure 4. Phases in UNODC evaluations



⁶ 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: 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.

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.

BOX 5. Why is it important to evaluate the design stage of an intervention through a gender lens?

The Sustainable Development Goals (SDGs) recognize 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 United Nations 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.

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 organizational gender equality policies, among others). As such, evaluation can serve as a way to incentivize and hold organizations accountable for addressing gender quality and gender mainstreaming in programming.

However, situation analysis, conflict analysis, gender analysis or other scoping activities are basic preconditions for any gender-sensitive and inclusive programme design, and what a gender-sensitive evaluation should first look at. In order to achieve gender-transformative results, one must first understand what needs to be transformed in terms of inequalities, including inequalities based on sex and gender. The mission of UNODC is to contribute to global peace and security, human rights and development by making the world safer from drugs, crime, corruption and terrorism. As such, crime prevention programmes should consider whether there are gender inequalities at play in the root causes or impacts of a crime? Are there gender-based differences in how the crime is being prosecuted? Are the consequences of the crime different for men and women? With this understanding, gender-sensitive programming can form and, generally, programmes will be more relevant, effective, impactful and sustainable.

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.⁷

⁷ 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).

Recommended steps for project/programme managers when designing and approving a project/programme



- ✓ Ensure gender-sensitive situation analysis and needs assessment.
- ✓ Ensure gender-sensitive benchmark survey or baseline study.
- ✓ Carry out a gender impact assessment to identify the potential positive and negative impacts of the project/programme on women and men considering the multiple discrimination factors that both face.
- ✓ Ensure gender-sensitive theory of change and logical model/framework, with gender-related goals, objectives and outcomes, and clear targets based on available information and consultation with stakeholders.
- ✓ Carry out a gender-sensitive stakeholder mapping and analysis where gender-related actors are identified and gender capacities presented.
- ✓ Establish a robust M&E system with quantitative and qualitative gender-sensitive indicators and tools to collect sex-disaggregated data.
- ✓ Assess the institutional capacity for integrating gender in all phases and at all levels of the project/programme.
- ✓ Ensure gender capacity through: (a) availability of guidelines and toolkits; (b) engagement of gender experts; (c) specific trainings; and, (d) job descriptions with responsibilities for gender mainstreaming.
- ✓ 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&E methods and tools are adequate to support the assessment of gender equality and gender mainstreaming efforts during the evaluations planned.

PHASE I – PLANNING

The planning phase of an evaluation is crucial to making 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 mobilized.

In this phase, it is also helpful for the project manager to note if gender analysis was conducted before or during the programming process; and if not, how they would like to see gender and inclusion considered in the evaluation design, in terms of questions to respond to, stakeholders to consult, and innovative methodologies used. Providing an analysis of, and clarity on, the

gender-related information up-front reduces the opportunity for repetitive conclusions and recommendations to fill this gap, and instead can focus evaluators more on IF and HOW any gender-related effects were achieved, whether anticipated or unanticipated.

The planning phase should ensure that the project/programme manager has included an evaluation in the project/programme document and has budgeted for the evaluation. Importantly and in line with the above, the planning phase is when the project/programme manager should identify the most appropriate time for the evaluation based on how they will use the results, including how the evaluation can address any gender aspects.

PHASE 2 – PREPARATION

Recommended steps in the preparation phase

BACKGROUND DATA COLLECTION

- ✓ Gather all data, information and documentation relevant to gender issues, including sex-disaggregated data. Primary documents should include project/programme-related data and information, but also external documentation on the gender context (research papers, national statistics and strategies on gender equality and women's empowerment, and others).
- ✓ Identify gaps in information, and request documents from the project manager.
- ✓ When data/information relevant to gender is missing, recommend methods, tools or sources that can be included in the evaluation to capture new data or strengthen existing data (such as possibly proxy sources/indicators); in addition, identify relevant stakeholders to be consulted.



EVALUATION TERMS OF REFERENCE

- ✓ When preparing the terms of reference, it is important to mobilize gender knowledge and capacity. Specifically, it is recommended to look for advice on integrating gender in evaluation processes at the IES level. This collaboration might help to focus on relevant gender issues and guarantee gender-responsive terms of reference. It can be beneficial to ask the Gender Team or other gender focal points to review the terms of reference for the evaluations and provide feedback pertaining to gender.
- ✓ 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 [annex 7](#) for details).
- ✓ Terms of reference should include:
 - Gender-related and sex-disaggregated data and analysis.
 - Integration of gender in scope, findings, conclusions and recommendations.
 - Integration of gender as a stand-alone criterion and across other criteria.
 - 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 [annex 3 with a list of suggested evaluation questions](#) to assess gender aspects in an evaluation.
 - A comprehensive stakeholder analysis must be carried out ensuring that gender-related stakeholders and diverse groups (of men and women) are included, and intersectionality considered, in the evaluation process. (See [annex 6](#) for more details on this aspect).
- ✓ Terms of reference must specify the need for gender expertise among the team of evaluators.
- ✓ Terms of reference must clearly call for gender-responsive methodology and products.
- ✓ Terms of reference could make reference and include the UN-SWAP Technical Note and Scorecard references. They could also include the suggested gender mainstreaming checklist (see [annex 4](#)).
- ✓ See “UNODC IEU Evaluation ToR Guidelines”^a for further details.



^a Accessible at www.unodc.org/unodc/en/evaluation/guidelines-and-templates.html

EVALUATION TEAM RECRUITMENT

- ✓ A gender expert, or a person particularly knowledgeable about gender issues and gender-sensitive methodologies, should be part of in-depth evaluation teams. In independent project evaluations, gender expertise will be required from at least one member of the evaluation team.
- ✓ 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.
- ✓ 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).



LOGISTICS

- ✓ Mobilizing gender expertise for all aspects of data collection can be difficult at times. Define field missions in advance to ensure gender expertise in the team is adequately mobilized and identify where stakeholders are with gender expertise outside the project (the bellwethers^b).
- ✓ For instance, it is unlikely that the team's gender expert will be able to participate in every mission. To mitigate this challenge, the terms of reference should provide possible solutions. For example, requesting gender experts to brief other team members on gender-sensitive and transformative methods before data collection, referring to gender-sensitive interview guidance,^c assistance by gender focal points/IES, requesting sex-disaggregated lists of respondents, and participation of representatives of women's rights organizations. These requirements can also be added in the contracts of evaluation team members.
- ✓ In many occasions, reaching the most marginalized 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 be made in accordance with expectations on gender mainstreaming, inclusion and participation in the evaluation.



^b Bellwethers are those that lead or indicate trends. Gender-related bellwethers are essential in gender-responsive evaluations, particularly in a context such as 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.

^c United Nations Human Rights Office has a manual on Human Rights Monitoring, which includes great guidance on conducting interviews with diverse groups of people: www.ohchr.org/sites/default/files/Documents/Publications/Chapter11-MHRM.pdf

PHASE 3 – IMPLEMENTATION

Recommended steps in the implementation phase

EVALUATION TEAM BRIEFING

- ✓ As an initial step, it is recommended to plan for some time (two days for example) for the evaluation team to carry a thorough desk review of the 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 organize an on-line briefing session with evaluation team, programme/project manager and IES. During this session, the gender expert should brief the rest of the team on what a gender-responsive evaluation entails. Where possible the Gender Team within EOD or gender focal point can also be engaged for this purpose. 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.
- ✓ Interviews with the programme/project manager and team at HQ are very useful at this stage. They enhance ownership of the evaluation, provide critical information for the inception report and help to ensure that the evaluation will respond to the needs of the different stakeholders taking into consideration the limitations.



DESK REVIEW

- ✓ Review all documentation with a “gender lens”, identifying all data, information and stakeholders relevant to gender issues.
- ✓ Identify any missing information and request it from the programme/project manager.
- ✓ 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 organizations; academics working in the area of gender studies; UN-Women; and others).



INCEPTION REPORT

- ✓ Include preliminary gender analysis based on documentation reviewed.
- ✓ Include a specific section on how gender will be addressed in the evaluation.
- ✓ Adjust evaluation questions to ensure appropriate gender-sensitive questions.
- ✓ Include gender-sensitive indicators in the evaluation matrix.
- ✓ Propose gender-responsive methods, tools and data analysis frameworks.
- ✓ Include specific questions related to gender equality and human rights in all the data-collection tools (i.e. interviews, focus groups and survey protocols).



INCEPTION REPORT (continued)

- ✓ Update the stakeholders map and identify key stakeholders on gender issues, ensuring participation of both women and men and all marginalized groups and representation of rights holder organizations. It is understood that this can be challenging in some situations, however, evaluators should try to ensure inclusivity as much as is possible given the circumstances and considering those most left behind in the context of the project/programme, both at the institutional and final beneficiary level.
- ✓ Include measures to mitigate potential barriers and sources of exclusion, both at the institutional and final beneficiary level (primary and secondary stakeholders)
- ✓ Ensure a gender-sensitive language in all data-collection tools and spaces.

DATA COLLECTION

- ✓ A group discussion with the project/programme team on gender equality/ gender mainstreaming in project design and implementation is very useful at this stage.
- ✓ If the time and logistics allow for it, identify and engage any new stakeholders that might provide relevant information on gender aspects relevant for the project/programme under evaluation.
- ✓ Follow all gender-related guidelines for data collection included in the inception report and make sure data collected from interviews, focus groups and surveys are sex disaggregated (including options for non-binary identification).



DATA ANALYSIS

- ✓ Systematic gender analysis for all evaluation criteria.



DRAFT AND FINAL REPORT

- ✓ 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:
 - In the background section, describe the status of women including an intersectional analysis of particular target groups and outline any gender-related national policies or normative instruments focusing on advancing and defending the rights of women and girls.
 - Describe how the evaluation methodology is gender sensitive and include quantitative and qualitative data to show differential results and the impact of the project/programme on women and men, including any intersectional analyses relevant to the project/programme stakeholders.
 - Include findings and conclusions on effects (both intended and unintended) of the project/programme for women and men, and considering intersectionality.



- Include findings and conclusions on the integration of a gender perspective (gender mainstreaming) in the programme/project AND informing the programming. It is important to distinguish between the two in the report, as it will lead to different recommendations.
- Describe any unintended effects of the programming on gender equality and marginalized groups.
- Provide gender-related recommendations for follow-up initiatives, with the goal of achieving stronger gender integration in projects/programmes.
- Include lessons learned on gender equality impact and gender mainstreaming.
- Ensure non-sexist language/avoidance of stereotypes and inclusive and gender-sensitive writing.
- Present the variety of stakeholders and informants of the evaluation.

QUALITY ASSURANCE ✓ Programme/project manager, IES, evaluation team as well as other parties involved in the evaluation process can use the gender mainstreaming checklist ([annex 4](#)) or quality assurance.



PHASE 4 – FOLLOW-UP

Recommended steps in the follow-up phase

- COMMUNICATION**
- ✓ Disseminate evaluation findings and recommendations widely to all relevant stakeholders including women and men and organizations representing rights holders with the goal of improving gender integration in future projects/programmes.
 - ✓ Large and inclusive dissemination may require:
 - Sufficient time and resources
 - Different moments, spaces and ways of sharing the evaluation results
 - Translation and user-friendly versions of the report
 - Communication tools (PowerPoint, Prezi, videos, community meeting/ talk, etc.) adapted to the different audiences
 - Messages adapted to the stakeholder background, interest and responsibility
-
- USE**
- ✓ 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 evidence-based decision-making. These databases can also be filtered to assess certain aspects such as gender- and human rights-relevant recommendations and lessons learned.



ANNEXES

I. RECOMMENDED RESOURCES

Gender Mainstreaming Policy Framework

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

www.un.org/womenwatch/ianwge/gm/UN_system_wide_P_S_CEB_Statement_2006.pdf

The Policy affirms United Nations 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.

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

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 United Nations system, including its agencies, funds and programmes, to advance gender mainstreaming, strengthening reporting, monitoring and evaluation.

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

www.un.org/womenwatch/osagi/pdf/ECOSOCAC1997.2.PDF

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

UNOV/UNODC (2022). UNOV/UNODC Gender Strategy 2022–2026:

www.unodc.org/unodc/es/gender/unov-unodc-gender-strategy-2022-2026.html

This Strategy provides an up-to-date institutional framework and priority areas for guiding UNOV and UNODC to achieve gender equality and empower all women and girls by building on the progress made through the previous Strategy and addressing the remaining gaps.

UN-Women (2022). UN-SWAP 2.0 Framework and Technical Guidance:

www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/How%20We%20Work/UNSystemCoordination/UN-SWAP/UN-SWAP-2-TN-en.pdf

UNSWAP 2.0 is the updated version of the 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 United Nations system. In accordance with the CEB Policy on gender equality and the empowerment of women (CEB/2006/2), UN-SWAP 2.0 consists of 17 performance indicators organized by six performance areas.

Policies, handbooks and guidelines on gender-responsive evaluations

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

UNEG (revised in 2014). UN SWAP Evaluation Performance Indicator Technical Note and Performance Indicator Scorecard, and Reporting Cycle Results:
<http://uneval.org/document/detail/1452>

Meant to support the evaluation offices of United Nations 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 United Nations entities. The document was first published in November 2013 and updated in August 2014.

UNEG (2014). Integrating Human Rights and Gender Equality in Evaluation:
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 United Nations 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:
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 (2013). Guidance Note on Gender Mainstreaming in UNODC:

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 (2022). UNODC Evaluation Policy:

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”.

UNODC (2017). Evaluation Handbook. Guidance for designing, conducting and using independent evaluation at UNODC (currently under review):

<https://www.unodc.org/unodc/en/evaluation/guidelines-and-templates.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 (2021). UNODC Toolkit for Evaluating Interventions on Preventing and Countering Crime and Terrorism.

www.unodc.org/documents/evaluation/Tools/UNODC_Toolkit_for_Evaluating_Interventions_on_Preventing_and_Countering_Crime_and_Terrorism.pdf

The toolkit is intended to guide the design and implementation of independent evaluations of the work of UNODC in countering and preventing crime and terrorism. It provides an overview of UNODC thematic areas of work, evaluation principles and ethics, as well as good practices in design, methods and reporting. There is a specific chapter and annexed checklist for covering evaluations in complex environments, as well as resources for designing evaluation frameworks for gender-based violence prevention projects.

UN-Women, Independent Evaluation Service Evaluation Handbook: How to manage gender-responsive evaluation (2022)

www.unwomen.org/en/digital-library/publications/2022/05/un-women-evaluation-handbook-2022

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.

UN-Women Independent Evaluation Office (2020). Good Practices in Gender-Responsive Evaluations:

www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Good-practices-in-gender-responsive-evaluations-en.pdf

By featuring gender-responsive evaluations from UN-Women and other United Nations agencies, this publication showcases good practices and promising approaches and methods for gender-responsive evaluations. It also emphasizes the critical function country-led evaluations of National Gender Equality Strategies and Action Plans (NAP) play in enhancing national evaluation capability and ownership for the generation and use of evaluative evidence to support national-level follow-up and review processes of progress toward the Sustainable Development Goals.

War Child Canada and Women's Refugee Commission (2021). A Toolkit for Monitoring and Evaluation of Gender-based Violence.

www.betterevaluation.org/sites/default/files/Warchild_Digital_Toolkit_Sept13-ENGLISH.pdf

This document is useful for ensuring gender-sensitive approaches throughout a project cycle, from design through to evaluation, specifically focused on gender-based violence prevention and response projects.

Chapter 1.8 provides tips and resources for participatory, gender-sensitive and inclusive approaches to M&E.

United Nations Human Rights Office (n.d.). Manual on Human Rights Monitoring: Interviewing

www.ohchr.org/sites/default/files/Documents/Publications/Chapter11-MHRM.pdf

This document is a chapter in a larger manual on human rights monitoring. The document provides useful and relevant tips for preparing and conducting interviews, which extend to the contexts and type of work of UNODC. Specific guidelines and considerations are provided for interviewing specific groups or individuals, such as women, refugees, survivors of trauma and persons with disabilities.

E-learning

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. [Evalpartners.org](https://evalpartners.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 United Nations staff. Accessible for external evaluators at: <https://portal.trainingcentre.unwomen.org>

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 United Nations 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

UNEG Website:

<http://uneval.org/>

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

UN-Women Training Centre:

<https://portal.trainingcentre.unwomen.org/product/how-to-manage-gender-responsive-evaluation/>

This page provides a self-paced e-learning course aimed at developing core competencies in managing gender-responsive.

UNICEF Agora:

<https://agora.unicef.org/course/info.php?id=15940>

The page offers a free learning activity focused on gender-responsive monitoring and evaluation

II. GLOSSARY OF TERMS: CLARIFYING THE CONCEPTS¹

Discrimination against women	Defined in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) ^{2,3} 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”.
Empowerment (of women)	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.
Gender	<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>
Gender analysis	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.

¹ Accessible at: www.un.org/womenwatch/daw/cedaw/

² Accessible at: www.ohchr.org/EN/ProfessionalInterest/Pages/Vienna.aspx

³ 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/>

Gender analysis (continued)	<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>
Gender-based violence	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 ^{4,5} specifically recognized gender-based violence as a human rights concern. For further information, see the Declaration on the Elimination of Violence Against Women (1993). ⁶
Gender blindness	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 and/or assume those affected by the policy or activity have the same (male) needs and interests.
Gender discrimination	Discrimination based on socially constructed ideas and perceptions of men and women.
Gender-sensitive	Taking into account the social and cultural norms, roles and relationships associated with different genders. Recognizing the influence that these factors have on individuals and their experiences but not necessarily addressing or seeking to challenge the inequality that arises from unequal norms, roles or relationships.
Gender-responsive	Considering gender norms, roles and inequality, with measures taken to actively reduce their harmful effects.
Gender-transformative	Addressing the root causes of gender inequalities and discrimination. Including ways to transform harmful gender norms, roles and relations. The objective is often to promote gender equality.

⁴ Accessible at: <https://digitallibrary.un.org/record/183139>

⁵ Sources: UNODC Evaluation Tools (www.unodc.org/unodc/en/evaluation/guidelines-and-templates.html); UNEG (2014). Integrating Human Rights and Gender Equality in Evaluation; and, UNODC (2013). Guidance Note on Gender Mainstreaming in UNODC.

⁶ 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>

Gender equality	<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.⁷ 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>
Gender identity	<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>
Gender impact assessment	<p>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.</p>
Gender issues	<p>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.</p>
Gender mainstreaming	<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>

⁷Source: www.un.org/womenwatch/osagi/pdf/factsheet2.pdf

Gender neutrality	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.
Gender perspective	<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>
Gender relations	<p>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, 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>
Gender-sensitive indicators	<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>

Gender-sensitive objectives	<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>
Human rights	<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>
Human rights-based approach (HRBA)	<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.⁸</p>
Sex	<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>
Sex-disaggregated data	<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 are 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>

⁸More 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/>

III. SUGGESTED GENDER-SENSITIVE EVALUATION QUESTIONS⁹

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/SUBQUESTIONS
Relevance	<p>To what extent is the project/programme aligned with gender equality-related international, regional and national frameworks?</p> <p>How were men and women involved at the design and planning stages of the project/programme?</p> <p>How was the project/programme informed by gender-sensitive analysis?</p> <p>How did the project/programme respond to the identified specific interests and needs of women, men, boys and girls, related to the project/programme?</p> <p>Which are the critical gender issues in the programme/project thematic area?</p>
Effectiveness	<p>To what extent did the theory of change of the project/programme integrate gender equality and women's empowerment? e.g. (presence of gender-related assumptions, indicators)</p> <p>How was gender and women's empowerment integrated into the project/programme logical framework (goals, objectives, outcomes and outputs)?</p> <p>In the case of gender-specific outcomes, to what extent and how were they achieved?</p> <p>To what extent do the results respond to the needs of all stakeholders, men and women, as identified at the design and planning stages?</p> <p>Which have been the major achievements in addressing gender equality and women's empowerment issues? And the major shortcomings?</p> <p>How was gender mainstreaming adopted by the project/programme management and staff?</p> <p>To what extent were sex-disaggregated targets set and sex-disaggregated indicators used?</p> <p>Was gender mainstreaming an explicit requirement in all job descriptions, job responsibilities and terms of reference for the project implementation, studies, consulting work and training?</p> <p>How did women and men participate in the different project/programme activities?</p> <p>Were any specific budget allocation or mitigation strategy applied in order to ensure the effective participation of women and marginalized groups in the implementation of the project/programme?</p>

⁹ Sources: UNODC Evaluation Tools (www.unodc.org/unodc/en/evaluation/guidelines-and-templates.html); UNEG (2014). Integrating Human Rights and Gender Equality in Evaluation; and, UNODC (2013). Guidance Note on Gender Mainstreaming in UNODC.

CRITERIA	SUGGESTED QUESTIONS/SUBQUESTIONS
Efficiency	<p>To what extent did the project/programme integrate monitoring and evaluation of gender into the design, planning and implementation of the project/programme?</p> <p>To what extent did the project/programme mobilize and utilize gender expertise?</p> <p>To what extent were resources (funding, human resources, time, expertise) allocated strategically to achieve gender-related objectives?</p> <p>To what extent did the project/programme fully utilize the specific competence and experience of women as well as men?</p> <p>How did women and men participate in the decision-making related to the project/programme?</p> <p>To what extent did the project/programme commit the necessary capacity to address gender issues and integrate a gender perspective in design, implementation and M&E?</p>
Impact	<p>In the case of gender specific objectives, to what extent and how were they achieved?</p> <p>To what extent did the project/programme have an impact on gender power relations?</p> <p>To what extent has gender mainstreaming led to better results at the impact level?</p>
Sustainability	<p>To what extent is the level of stakeholder ownership and capacity sufficiently gender-sensitive to allow for project/programme outcomes/impact to be sustained?</p> <p>To what extent has the project/programme built the capacity of women and men and of gender-related stakeholders?</p> <p>To what extent have sufficient resources been committed for sustained gender-related results?</p> <p>To what extent has there been an institutional change that will sustain gender efforts in the future?</p>
Partnership and cooperation	<p>To what extent has cooperation with institutions or persons dealing with gender issues (UN Women, women and feminist organizations, feminist and gender-specific researchers, national equality bodies and NHRIs. etc.) been undertaken?</p> <p>Which have resulted to be strategic partners in efforts to mainstream gender equality issues and approaches in the thematic area?</p>
Gender quality and human rights	<p><i>In addition to the above:</i></p> <p>Which were the major challenges to effectively mainstream gender and HR in the project/programme? (financial, institutional, understanding, political, expertise, tools)?</p> <p>How has attention to/integration of gender equality and human rights concerns advanced the area of work?</p>

IV. SUGGESTED GENDER MAINSTREAMING CHECKLIST FOR EVALUATIONS¹⁰

It is recommended that the checklist be annexed to the evaluation terms of reference and report and used by IES, programme/project managers, evaluation teams and other evaluation stakeholders as a quality assurance tool.

	Yes	No	Somehow	Comments/Follow-up
<i>Scope and stakeholders</i>				
Gender analysis is reflected in the evaluation background and gender equality and women's empowerment specific policy frameworks are presented				
Evaluation scope mentions how gender equality and women's empowerment will be addressed in the evaluation				
Gender specific information and sex-disaggregated data are compiled by project/programme management for further analysis				
Terms of reference 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				
<i>Criteria and questions</i>				
Gender equality and women's empowerment is integrated across all criteria and/or addressed specifically as a stand-alone/criterion				
Questions or subquestions related to gender mainstreaming in project/programme design, planning and implementation are included				

¹⁰ 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>

	Yes	No	Somehow	Comments/Follow-up
Questions or subquestions related to gender relevance are included				
Questions or subquestions related to participation of women and men and marginalized groups are included				
Questions or subquestions related to gender equality impact are included.				
Gender-sensitive indicators are designed to respond to evaluation questions or subquestions				

Methodology

	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				
Possible barriers to participation of women and men and marginalized 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				

<i>Findings, conclusions and recommendations</i>	Yes	No	Somehow	Comments/Follow-up
Gender analysis is included and reflected across findings				
Gender issues are reflected in the evaluation conclusions				
Based on the findings and conclusions, include recommendations for contribution to gender equality and women's empowerment				
Recommendations for effective gender mainstreaming are included				
Lessons learned and good practices related to contribution to gender equality and changes in gender power relations are included				
Lessons learned and good practices related to effective gender mainstreaming in project/ programme design and implementation are included				
Evaluation report uses gender-sensitive language				

V. 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.¹¹

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

1. The Sustainable Development Goals (SDGs) recognize 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 United Nations 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.

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. Gender mainstreaming is not an isolated action but an approach that should be streamlined throughout the life cycle of a project/programme in all the thematic areas of work of UNODC. 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".¹² 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.

3. By 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

¹¹ See last section "short bibliography" for main documents reviewed on the preparation for the Brief.

¹² UNODC (2013). *Guidance Note on Gender Mainstreaming in UNODC*, page 9.

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”.¹³

4. From an evaluation point of view, a gender-sensitive project/programme design will have a higher probability of achieving overall positive results and impacts related to gender equality and women’s empowerment 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.¹⁴

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.¹⁵ 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 marginalized groups. It also entails assessing the involvement of women and men, and marginalized groups at 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 marginalized 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.

¹³ Ibid, page 14.

¹⁴ 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).

¹⁵ UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*.

Evaluation check list- What to look for while assessing gender aspects in programme/project design during the evaluation?¹⁶

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

¹⁶ Sources: Bibliographical resources recommended in the bibliography section, and UNODC guidance document “Gender-responsive evaluations in the work of UNODC” (2017).

<i>Intervention theory (continued)</i>	Yes	No	Somehow	Comments/Follow-up
Did the development of the intervention theory benefit from gender expertise (within UNODC, within project team, gender-focused stakeholders or external consultants)?				
Were different stakeholders, specifically women and men, and marginalized groups, involved in the definition of the project/programme theory?				
Do project/programme activities facilitate the involvement of women and men, and marginalized groups? Look at if special activities or strategies have been designed to counteract gender-related risks and assumptions for effective participation of women and other marginalized groups in the implementation of the project/programme.				
Did the project/programme commit the necessary capacity and resources (time and budget) 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 fair representation of women and men, and marginalized groups in the project/programme team and in particular in project/programme management?				
<i>Monitoring and evaluation systems</i>	Yes	No	Somehow	Comments/Follow-up
Does the project/programme have specific quantitative and qualitative indicators, targets and baselines to measure progress on gender equality and women's empowerment and to assess differentiated impact on women and men, and marginalized groups?				
Is sex-disaggregated data and relevant gender-related information (specific situation women and men, and marginalized groups; gender gaps; specific indicators, etc.) available and monitored?				
Do progress and results reports include (a) gender analysis (for example, what explains women's low participation in training activities in specific sectors); (b) progress and results on gender-specific targets; and (c) gender-related best practices and/or challenges?				

Sources you need to consult (minimum requirements)

Documents

- ✓ Project/programme documents including budgets
- ✓ Progress reports (including the last one available)
- ✓ Relevant publications explaining the main gender aspects in the sector and/or thematic area under evaluation (trafficking in persons, money-laundering, corruption, wildlife crime, drug trafficking, etc.)

People

- ✓ Project/programme manager
- ✓ Core learning partners
- ✓ Gender “bellwethers” – a person or institution not involved in the intervention with recognized expertise on gender and the sector/thematic area being evaluated
- ✓ (If available) The gender focal point of UNODC for this particular sector/thematic area and/or the gender adviser at UNODC

Short bibliography for further reading¹⁷

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

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 United Nations organizations.

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

www.unevaluation.org/document/download/2107

This in-depth guidance handbook was produced to serve as a field guide to improve human rights- and gender equality-responsive evaluation throughout the United Nations 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:

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 (2015). Guidance Note. Gender mainstreaming in development programming:

<https://www.unwomen.org/en/digital-library/publications/2015/02/gender-mainstreaming-issues>

Section IV (pages 21-34) provides guidance for the implementation of gender mainstreaming at country level throughout the development programming process.

¹⁷ 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.

VI. BRIEF – GENDER-RESPONSIVE EVALUATIONS: LOOKING AT STAKEHOLDER 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 stakeholder involvement throughout the life cycle of a project/programme, including the evaluation process itself.¹⁸

Stakeholders are agencies, organizations, groups of people or individuals (female, male and transgender) who have a direct or indirect interest in the programme/project or its evaluation.^{19,20}

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 stakeholder 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.²¹ Ensuring stakeholder involvement, including men, women and marginalized groups, is an obligation of the United Nations, and it is the right of every beneficiary to have a say on processes and interventions that affect their lives.²²

Engaging and targeting men and boys for gender equality results^a

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.

^a See UNEG (2017). Principles of stakeholder engagement for further and detailed information on the seven principles for stakeholder involvement in evaluation processes.

¹⁸ See “short bibliography” for further information on stakeholders’ involvement throughout the project cycle.

¹⁹ UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*, page XV.

²⁰ UN-Women (2014). *Guidance Note. Gender mainstreaming in development programming*, page 27

²¹ General Assembly resolution 70/1 paragraph 4. *Transforming our world: the 2030 Agenda for Sustainable Development*.

²² UNEG (2011). *Integrating Human Rights and Gender Equality in Evaluation -Towards UNEG Guidance*, page 21.

2. Stakeholder 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 marginalized groups) and organizations (governmental, organizations of rights holders, the United Nations system, civil society etc.) have different priorities, interests, capacities, expertise, buy in, resources and power at stake in decisions about the project/programme and its results and impact.

3. According to UNEG guidelines and principles,²³ evaluations should assess stakeholder 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,²⁴ particularly women and marginalized groups. Special focus ought to be placed on reaching those groups who are difficult to access directly. Furthermore, the involvement of stakeholders (individuals or organizations) 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 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 stakeholder 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 stakeholder 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 categorization of how these stakeholders relate to the programme/project, such as 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, marginalized groups, and the different stakeholders in terms of representation and influence in the project/programme.

²³ UNEG (2014). *Integrating Human Rights and Gender Equality in Evaluation*.

²⁴ See UNEG (2017). *Principles of stakeholder engagement* for further and detailed information on the seven principles for stakeholder involvement in evaluation processes.

An evaluation stakeholder inventory involves the consideration of five types of stakeholders^a

- 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 UNEG (2014). Integrating Human Rights and Gender Equality in Evaluation, page 61.

A minimum requirement during the inception phase would be developing a complete gender-disaggregated stakeholder inventory with a categorization 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.²⁵

2. *Stakeholder 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 stakeholder 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.

²⁵ Please refer to annex 3. Suggested gender-sensitive evaluation questions of the “Gender-Responsive evaluations in the work of UNODC” (2017).

Sources you need to consult (minimum requirements)

Documents

- ✓ Project/programme document
- ✓ Progress reports (including the last one available)
- ✓ Relevant publications 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, drug trafficking, etc.)

People

- ✓ Project/programme manager
- ✓ Core learning partners
- ✓ A gender “bellwether” – a person or institution not involved in the intervention with recognized expertise on gender and the sector/thematic area being evaluated
- ✓ (If available) The gender focal point of UNODC for this particular sector/thematic area and/or the gender adviser at UNODC

Short bibliography for further reading²⁶

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

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 United Nations organizations.

UNEG (2017). Principles of stakeholder engagement:

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:

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 United Nations system. Pages 60-65 specifically elaborate on stakeholder analysis during an evaluation exercise.

²⁶ 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.

UNEG (2011). Integrating Human Rights and Gender Equality in Evaluation -Towards UNEG Guidance: 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:

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 stakeholder involvement are provided across the Guidance Note.

UN-Women (2014). Guidance Note. Gender mainstreaming in development programming:

<https://unsdg.un.org/sites/default/files/gender-mainstreaming-issuesbrief-en-pdf.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 stakeholder involvement.

VII. 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,²⁷ in the framework of an evaluation at UNODC.²⁸

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

1. The Sustainable Development Goals (SDGs) recognize 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 United Nations 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."²⁹ 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.³⁰

²⁷ The capacity-building assistance of UNODC includes expert advice, specialized training, legal assistance and a wide range of operational tools, guides and practical resources. This brief however has a major focus on the assessment of specialized training efforts.

²⁸ See last section "short bibliography" for main documents reviewed on the preparation for the Brief.

²⁹ UNODC (2013). *Guidance Note on Gender Mainstreaming in UNODC*, page 21

³⁰ Min Bdr Gurung, Diederik Prakke and Brigitte Leduc, *Guidelines for Gender Sensitive Training*, The International Centre for Integrated Mountain Development (ICIMOD), 2009.

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

It means assessing three 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 marginalized 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).
3. If/how the capacity-building activity has had different results for men and women, and in what ways were they affected differently?

Main levels of didactics that promote gender equality and women's empowerment^a

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 marginalized 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), which 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.

^a Based on Swiss Agency for Development and Cooperation (2005). Mainstreaming gender equality and the planning, realization and evaluation of training programmes, page 5.

Evaluation check list: What to look for while assessing gender aspects in capacity-building efforts?³¹

	Yes	No	Somehow	Comments/ Follow-up
Design				
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 consult (a) both women and men, and marginalized groups, to understand their needs and capacities; and (b) gender experts, to understand the main gender-related issues in the specific political, cultural and sectoral context?				
Does the target audience for the capacity-building initiative have a gender imbalance (e.g. female under-representation among police force)? Which are the reasons behind it?				
Has the initiative provided equal opportunities to participate for both women and men, and marginalized groups? Look for any affirmative or gender-sensitive action at this level. Some examples: appropriate and flexible schedules that take into consideration the professional and personal duties of both men and women, safe and accessible venues, training information disseminated among women's groups, asking the hosting institution to make extra efforts to nominate female applicants.				
Does the initiative cover 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?				
Do facilitators (e.g. trainers and experts) have gender competence? Look at two levels: (a) expertise in the specific topic – look if they were even hired specifically because of their gender expertise; and (b) experience on gender-sensitive capacity-building processes understanding gender-related dynamics in groups.				

³¹ Sources: Bibliographical resources recommended in the bibliography section, and UNODC guidance document "Gender-responsive evaluations in the work of UNODC" (2017).

<i>Delivery (continued)</i>	Yes	No	Somehow	Comments/ Follow-up
Is there any gender or geographical imbalance among facilitators? What are the reasons behind it?				
Does the capacity-building initiative use gender-sensitive methods and tools? For example, often organizations go for new means to develop training (such as e-learning) not realizing that this may be excluding potential participants. There is ample evidence 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 per cent, a ratio which will ensure that even a minority can be heard. ³²				
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. ³³ For example, displaying pictures, diagrams or illustrations that show both women and men as key players in the thematic area/sector.				
<i>Monitoring and evaluation</i>	Yes	No	Somehow	Comments/ Follow-up
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?				

³²Swiss Agency for Development and Cooperation (2005). *Mainstreaming gender equality and the planning, realization and evaluation of training programmes*. Page 8

³³Ibid. Page 7

Sources you need to consult (minimum requirements)

Documents

- ✓ Project/programme document including budget
- ✓ Progress reports (including the last one available)
- ✓ Capacity-building strategy paper (if any), content/curricula, training materials, lists of participants and assessment forms
- ✓ Relevant publications explaining the main gender aspects of 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, drug trafficking, etc.)

People

- ✓ Project/programme manager
- ✓ Core learning partners
- ✓ A sample of trainers/facilitators/experts (men and women)
- ✓ A gender “bellwether” – a person or institution not involved in the intervention with recognized expertise on gender and the thematic area under evaluation
- ✓ (If available) The gender focal point of UNODC for this particular thematic area and/or the gender adviser at UNODC
- ✓ 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 respondents³⁴ to analyse possible differences.

³⁴There should however always be an option to not choose male or female categories in a survey. Including a third option “other” can also be good practice.

Short bibliography for further reading³⁵

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): www.icimod.org/resources/446

Based on the experience of ICIMOD in organizing capacity-building and upscaling activities in the region, this guideline aims to provide some guidance on increasing 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: 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 United Nations organizations.

UNEG (2014). Integrating Human Rights and Gender Equality in Evaluation: 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 United Nations system.

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

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:

www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2016/compendium-of-good-practices-in-training-for-gender-equality.pdf

This Compendium offers in-depth information on 10 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.

³⁵ 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.

Independent Evaluation Section
United Nations Office on Drugs and Crime
Vienna International Centre
P.O. Box 500
1400 Vienna, Austria
Telephone: (+43-1) 26060-0
Email: unodc-ies@un.org
Website: www.unodc.org