

EVALUATION REPORT

December 2019

Realizing Potential: Evaluation of UNICEF's Gender Action Plans

EVALUATION OFFICE

ANNEXES

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TERMS OF REFERENCE

1. Introduction

The UNICEF Evaluation Office is commissioning an independent evaluation to assess the implementation and results of the Gender Action Plans 2014-2017 to 2018-2021. The evaluation will cover the GAP I and the GAP II. It will look at the strategic positioning of gender in UNICEF. It will examine the conceptual shift of GAP I to II and the approach to mainstreaming gender equality in programme and operations, institutional set-up as well as the results achieved. It will assess the integration of gender and results achieved in both (i) programmatic sectors/areas and (ii) institutional systems and processes.

This document outlines the scope of the evaluation, methodological options and operational modalities for a team of four consultants who will be conducting the evaluation under the guidance of a Senior Evaluation Officer at the UNICEF Evaluation Office. The Evaluation Office is looking for individuals with a deep commitment and strong skills in evaluation and gender analysis.

Background

UNICEF aims, through its policies and programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.¹ UNICEF public documents recognize the human rights principles of equality and non-discrimination

as central to the consideration of gender equality and believes that gender-based discrimination is one of the most ubiquitous forms of discrimination that children face. UNICEF also strives to mainstream gender equality in all its work for children, with the Convention on the Rights of the Child (CRC) as a principal reference, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) as an important underpinning of the organization's mandate and mission. UNICEF recognizes the mutually supportive relationship between the CRC and CEDAW. As participating entity of the UN System-wide Action Plan (UN-SWAP) on gender equality and women's empowerment, UNICEF annually reports on the 17 common Performance Indicators.

¹ UNICEF mission statement: <www.unicef.org/about/who/index_mission.html>.

The UNICEF Strategic Plan 2018-2021

The common chapter to the UNICEF Strategic Plan 2018–2021 of UNDP, UNICEF UNFPA and UN-Women underlines the key areas of collaboration of which ‘achieving gender equality and the empowerment of women and girls’. The UNICEF Strategic Plan 2018-2021 also highlights that “UNICEF will strengthen the mainstreaming of gender equality across the organization’s work, in line with Gender Action Plan, 2018-2021. The Strategic Plan includes enhancing gender-responsive programming for the achievement of results for girls and boys as well as for strengthening systems and processes.” The Strategic plan also notes that the organizational focus on equity recognizes the criticality of equality between girls and boys, and the intimate link between the welfare and rights of women and that of children.

Building on the Gender Action Plan, 2014-2017, as well as system-wide efforts to promote gender equality, gender results are integrated into each of the five Goal Areas of the Strategic Plan 2018-2021. The GAP specifies three areas for UNICEF’s work on gender equality: (1) integrating gender across programming sectors; (2) five targeted priorities for adolescent girls’ empowerment; and (3) strengthening the organization’s strategies and systems to make UNICEF a more effective and gender-responsive organization. Gender integration results include quality maternal care; equitable learning and skills for girls and boys;; gender responsive WASH systems and transforming gender discriminatory roles and practices. In addition to gender-integrated outcomes, the Gender Action Plan places strong emphasis on addressing some of the key barriers to the empowerment of adolescent girls. Engaging men and boys as a part of the change is critical for addressing the root

causes of gender-based discrimination and transforming social norms. There is a strong focus on mainstreaming gender analysis in programme design and delivery, strengthening the collection and utilization of disaggregated data, forging partnerships, building capacity, achieving gender parity in staffing, and effectively using resources. Gender equality results and strategies are further elaborated in the Gender Action Plan, 2018-2021. UNICEF and the other United Nations entities have also proposed common indicators for coordinated action in support of gender equality.²

The Gender Action Plan, 2014–2017 to 2018–2021

The Gender Action Plan (GAP) 2018–2021 specifies how UNICEF will promote gender equality across the organization’s work, in alignment with the UNICEF Strategic Plan, 2018–2021. It elaborates the gender dimensions of the programmatic results across the five goal areas of the Strategic Plan, as well as the steps to strengthen gender across change strategies and institutional systems and processes.

The GAP is the UNICEF road map during 2018–2021 for supporting the achievement of gender equality goals in conjunction with partners and national stakeholders, as outlined in the 2030 Agenda for Sustainable Development and the Sustainable Development Goals.

The vision for the first phase of GAP 2014–2017 was to establish a basic gender architecture of staffing and capacity, and define a set of priority programming results accompanied by strengthening of systems and resources for implementation and measurement. The GAP 2018–2021 aims to accelerate gender programming so that it covers a broader range of issues and contexts, producing

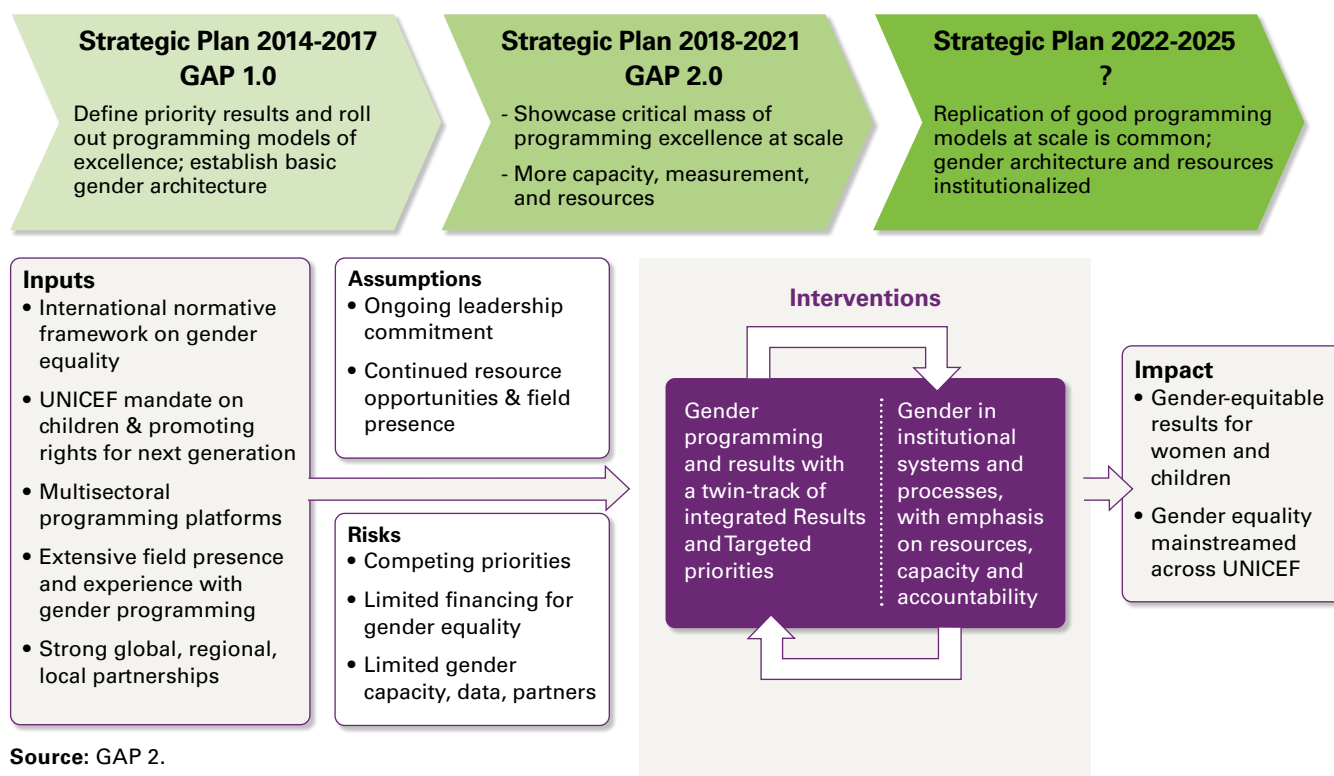
² <www.unicef.org/about/execboard/files/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf>

not only greater depth and breadth of gender-equitable results, but also delivering them at scale. It also aims to intensify gender integration in institutional systems and processes by expanding gender capacity and expertise; strengthening gender analysis, data and tools; documenting and sharing best practices; and bolstering the allocation and utilization of resources.

GAP Theory of Change

UNICEF mainstreaming strategy includes integration of gender in both programmatic results and institutional systems and processes. The GAP programmatic framework defines a **twin-track approach**: (a) integration of gender equality outcomes across all programme areas, and (b) specification of 'targeted gender priorities' focused on empowering adolescent girls.

Figure 2: Intervention logic of GAP 2



Source: GAP 2.

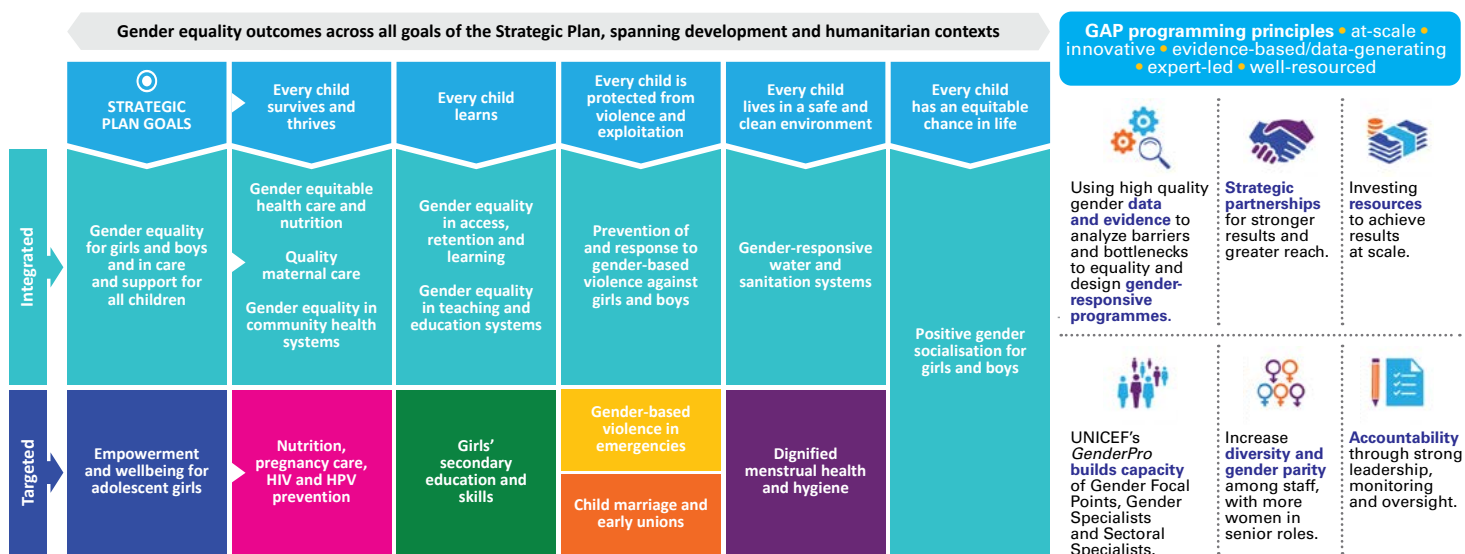
Gender in programmatic results

The UNICEF Strategic Plan, 2018–2021, integrates gender equality into all five goal areas. GAP 2018–2021 articulates two themes to make the integration of gender within programmatic results. The first theme focuses on equality between girls and boys; the second on gender equality in care and support for children. Within these themes, eight results are specified as demonstration models for integrating gender into all programming. These eight ‘demonstration’ results are embedded in the Strategic Plan, with indicators in the Results Framework.

The GAP also focuses on adolescent girls’ well-being and empowerment through five targeted priorities. These five priorities span goals 1, 2, 3 and 4 in the UNICEF Strategic Plan, and are a focus in both humanitarian and development settings:

- Promoting adolescent girls’ nutrition, pregnancy care, and prevention of HIV/AIDS and human papilloma virus (HPV);
- Advancing adolescent girls’ secondary education, learning and skills, including STEM;
- Preventing and responding to child marriage and early unions;
- Preventing and responding to GBV in emergencies;
- Facilitating accessible and dignified menstrual hygiene management (MHM).

The GAP 2018–2021 in a nutshell



Source: GAP 2.

Gender in programme strategies and institutional systems

The GAP recognizes the importance of gender-responsive strategies and systems to achieve programmatic results as well as meeting QCPR commitments and the UN-SWAP.

Previous corporate-level independent reviews and evaluations

In 2008, an Evaluation of Gender Policy Implementation in UNICEF was conducted by the Evaluation Office. The purpose of this evaluation was to identify how well UNICEF had implemented its 1994 policy for the integration of gender equality into UNICEF's programming; and to identify good practices in gender equality upon which UNICEF can build effective future programming. The evaluation found that the 1994 UNICEF gender policy remains relevant but needs updating. UNICEF has not implemented its gender policy systematically, has significantly under-resourced the gender mainstreaming process, and has not built in effective accountability mechanisms.

In 2016, the Development Effectiveness Review found that the evaluation function has responded positively to address issues of gender equality in its evaluations. While the coverage of gender in evaluation reports conducted by UNICEF improved the actual findings on how effectively addressed gender equality continued to be disappointing. Less than half of UNICEF evaluation reports which addressed gender issues reported positive findings. The main reason for the failings were the absence of gender perspective and/or non-application of gender analysis during programme design and delivery.

In 2017, an analytical review of Gender Action Plan was commissioned by UNICEF's Evaluation Office to address two identified needs: (i) to support a potential future

evaluation of the development, design and implementation of the GAP; and (ii) to inform ongoing discussions about the next GAP and Strategic Plan (2018–2021). The review found that the document was strategic, ambitious, result focused and represented a significant departure from the prior Strategic Priority Action Plan for Gender Equality. It also pointed out shortcomings in six key areas: conceptual clarity, prioritization, implementation capacity, mainstreaming, partnerships and knowledge management.

2. Purpose and objectives of the evaluation

Purpose

UNICEF's mission statement highlights that 'UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social, and economic development of their communities.' This evaluation hopes to fulfil an accountability agenda to measure progress or lack off and to learn lessons for UNICEF to play an effective leadership role in gender equality. This evaluation topic is therefore a priority in the plan for global thematic evaluations 2018-2021.

This evaluation is of interest to the Executive Board members of UNICEF and timely since the last corporate evaluation undertaken by the UNICEF Evaluation Office was in 2008. Furthermore, as per the revised UN-SWAP 2.0 that came into effect in 2018, the UN-SWAP calls for an evaluation to assess corporate performance on gender mainstreaming or evaluation of its gender equality policy/strategy to be conducted every five to eight years. In addition, the GAP 2018–2021 notes that UNICEF will undertake a full evaluation of its effectiveness on gender mainstreaming in 2019.

The focus of this evaluation is to assess, the strategic positioning of gender in an organization that has girls and women at the heart of its mandate. It will also assess progress against the GAP objectives, intervention strategies, priorities, and institutional mechanisms that support the implementation of the action plan and inform its future implementation. There is considerable demand both internally and among UNICEF's key stakeholders for an evaluation of UNICEF's work which generates concrete evidence that can guide UNICEF's work in gender equality and the empowerment of women and girls. The key stakeholders include UNICEF's Executive Board, programme countries and donors.

The findings and recommendations generated by the evaluation will be used to independently verify results, influence UNICEF's strategic direction and positioning on gender equality, as well as inform the implementation of the current GAP.

The intended audience for the evaluation is the UNICEF gender section, UNICEF staff/management at HQ, regional and country office level, the Executive Board, national governments and partners organizations.

Objectives

The primary objective of the evaluation is to contribute to improving the organization's accountability for its performance and results on gender equality and the empowerment of women and girls. The secondary objective of the evaluation is to generate evidence and learning to guide effective action towards strengthening gender equality in programmes and systems. In doing so, the overall evaluation objective is to assess how the Gender Action Plan has contributed towards UNICEF achievement of its gender equality objective. The timing for the GAP evaluation is coordinated with a presentation to the UNICEF

Executive Board in 2020, and will inform the development of the next iteration of the Gender Action Plan starting in 2021.

The evaluation will serve the following specific objectives:

1. To assess the relevance of GAPs conceptual design and Theory of Change from the point of view of UNICEF's mandate as defined by the CRC and CEDAW, and the organization's obligation to the SDGs and UN SWAP as captured in the Strategic Plan 2018–2021 and other corporate strategy documents.
2. To provide an independent assessment of the progress made towards achieving the programmatic results outlined in the GAP,
3. To assess the coherence, effectiveness and efficiency in the institutional implementation of the GAP.
4. Provide lessons, conclusions and forward-looking recommendations to improve the design of the next Gender Action Plan, and the implementation and management of GAP 2018–2021.

3. Design, scope and evaluation questions

Design and Scope

The GAP is the key instrument for promoting and managing gender equality and the empowerment of women and girls in UNICEF. The evaluation is design on the assumption that evaluating GAP will provide the lens to assess progress on gender equality and the empowerment of women and girls in UNICEF.

The evaluation will cover the implementation period of the GAP 2014–2017 and 2018–2021 to the time of the conduct of the evaluation in 2019.

As per the objectives, the focus of the evaluation analysis and findings will be at four levels: (i) the conceptual framework; (ii) institutional and management effectiveness; (iii) programmatic results; and (iv) forward-looking lessons from the implementation of the GAP across the organization.

- 1. Conceptual framework:** This component will assess the strategic positioning of gender in an organization that has girls and women at the core of its mandate. The evaluation will assess how GAP is positioned in relation to international gender framing documents such as the UN-SWAP, CRC, CEDAW, SDGs, etc. It will draw comparisons with gender strategies and gender action plans of selected comparable entities. The evaluation will look at the GAP strategies, including the theory of change, the choice and use of analytical tools within the GAP. The conceptual aspect will also look at how the design of GAP fits into the context of UNICEF work across the regions and practical realities. The evaluation will also look at the effectiveness of the twin approach to programming: (a) integration of gender equality outcomes across all programme areas (gender mainstreaming), and (b) specification of “targeted gender priorities” focused on empowering adolescent girls.
- 2. Institutional and management coherence and effectiveness:** This component of the evaluation will assess how UNICEF has implemented and used the GAP to promote gender equality and women’s empowerment in UNICEF’s programming guidance and policy actions. It will assess how the GAP was developed, introduced and managed (including its governance structure and architecture) in terms of its communication and implementation at HQ, regional and country levels. More specifically, it will look at GAP

accountabilities, capacity and resourcing and institutional gender mainstreaming. Finally, monitoring procedures and institutional transformation initiatives will also be looked at. Coherence of GAP intention across the system will be assessed.

- 3. Programmatic results:** This component of the evaluation will look at the adequacy of the systems in place to implement GAP and its priorities. It will take stock of the activities being implemented and make an independent assessment of outputs and where possible results as per the twin-track approach defined in the GAP programmatic framework.
- 4. Partnership:** This component of the evaluation will look at how UNICEF is leveraging the alliances it has forged with United Nations agencies and other stakeholders to advance progress on gender equality at HQ, regional and country level.
- 5. Lessons learned:** This component will draw lessons from the implementation of the GAP for the future.

The exercise will validate the achievement of GAP I and GAP II outputs and the likelihood of achieving the outcomes. It is important to note that measuring attribution in such a complex area as gender equality is very difficult. Since the GAP covers a large variety of contexts, sectoral and cross-sectoral areas, programme strategies including advocacy, service delivery, capacity building, and knowledge dissemination etc. this evaluation will therefore focus on validation of reported results and how the reported results were achieved.

The evaluation will provide feedback on GAP implementation and performance. It will assess the achievement of outputs and progress towards GAP objectives, in line with the evaluation criteria of relevance, efficiency, effectiveness, coordination, coherence,

coverage, partnerships and potential for sustainability. It will also identify the key factors responsible for the achievement or lack thereof of GAP objectives. The evaluation will also assess GAP implementation and management arrangements in place.

The geographical coverage will include HQ, all Regional Offices. Country Offices under the evaluation will be determined in terms of scale/intensity of UNICEF intervention; contextual challenges (i.e., is there a conducive policy/programming environment); coverage of fragile/emergency settings, etc.

The principles of equity, human rights, gender equality and ethics are essential to the GAP aiming to achieve gender equality and women's empowerment. As such, these principles will be integrated in the evaluation design, scope, approach, methods and analysis.

This evaluation will not address gender parity in Human Resources, flexible workplace arrangement and other related HR-related gender issues.

Evaluation Questions and criteria

The indicative evaluation questions presented below are formulated using the key evaluation criteria of relevance, effectiveness, efficiency, sustainability, coverage. It is expected that the evaluation questions will be further sharpened during the inception phase.

The key questions of this evaluation are as follows:

- 1. Is the GAP framework and approach design consistent with UNICEF's mandate and overarching strategies, SDGs and global context (Design question. Relevance criterion)**
 - Is the GAP twin approach adequately positioned to respond to its girls- and women-centred mandate?
 - Does the GAP design position itself to international gender framing documents such as the UN-SWAP, CRC, CEDAW, SDGs, etc?
 - How does the GAP position itself to the UN-SWAP on GEWE in terms alignment and results?
 - Does the GAP address the challenges of our time: humanitarian, complexity, youth bulge, etc.?
 - Do the approaches and assumptions in the GAP theory of change address the gender equality challenges and opportunities at country and systemic levels – including the promotion of a gender transformative agenda?
 - How were the strategic choices of the GAP design identified and agreed?
 - What issues have been identified on the GAP design from implementation experience?
- 2. How coherent and effective is the GAP in integrating gender equality in UNICEF's institutional systems at different organization levels? (Efficiency, coherence and effectiveness criterion)**
 - What systems and processes were put in place to mainstream and operationalize GAP and how coherent are they?
 - Did the introduction/changes of the systems and process help to deliver gender results?
 - What form of partnerships and collaborations were initiated to assist in GAP implementation at all levels?
 - What learning and innovation systems were put in place and to what effect?

- What resources and capacities were invested to implement GAP?
- Are measurement systems with well-defined indicators in place?

3. How has the GAP enabled UNICEF to deliver on gender equality and women's empowerment development results? (Results question. Effectiveness criterion)

- Did the mainstreaming and adolescent girls' prioritized approach of GAP contribute to improved results for women and girls?
- What outputs and results can be observed?
- In view of the results to which GAP contributed, what changes (and/or unintended consequences) have been recorded or perceived by national stakeholders?
- What were the specific aspects of GAP that contributed to these changes (or consequences)?
- Why did these changes (or consequences) occur?
- What is perceived by different country-level stakeholders as the main 'added value' of UNICEF work on gender equality in the past five years?
- How did the GAP implementation manage risks, constraints (bottlenecks), limitations?
- Did the UNICEF work on gender equality or any other variables make incremental difference or was it transformational? (Attribution)

4. What are the key lessons, based on positive contribution or challenges faced by in the design and implementation of the GAP that can be carried forward into the future work of UNICEF? (Lessons learned question. Effectiveness, efficiency and sustainability criteria)

- What are the key lessons to be drawn from the contribution and challenges faced in the design and implementation of the GAP in helping countries meet their national gender objectives and those of the SDGs?
- What lessons can be learned on limitations and strengths in the design and effective implementation of GAP at all levels of UNICEF?
- What lessons can be learned in capacity development and resourcing for future of GAP implementation?
- What lessons can be learned in working in partnership for GAP objectives at all levels?
- What are the implications of these lessons for the future work of UNICEF and how can they best be incorporated into future and improvements in GAP implementation?

4. Evaluation methodology³ and approach

The evaluation will be transparent, inclusive, as well as gender and human rights responsive. The evaluation will be conducted in a participatory manner, drawing on the experience of stakeholders at headquarter, regional and country level. It will be carried out within the framework of the UNICEF

³ The proposed methodology is to be further developed during the in-depth inception phase. There will be a need to develop a detailed design analytical methods and tools based on additional literature review and consultation.

Revised Evaluation Policy (12 April 2018) and the United Nations Evaluation Group Norms and Standards.

Methodological orientation will be provided by constructing a logic model to map result pathways embodied in the GAP as framed by various documents and as understood by stakeholders. The evaluation will utilize mixed methods and draw on quantitative and qualitative data. These complementary approaches will be deployed to ensure that the evaluation:

- responds to the needs of users and their intended use of the evaluation results;
- integrates gender and human rights principles throughout the evaluation process, including participation and consultation of key stakeholders (rights holders and duty-bearers) to the extent possible;
- utilizes both quantitative and qualitative data collection and analysis methods that can provide credible information about the extent of results and benefits of support for particular groups of stakeholders, especially vulnerable and marginalized groups.

Data will be disaggregated by relevant criteria (wherever possible): age, gender, marginalized and vulnerable groups, etc. The evaluation will follow the guidance on the integration of gender equality and human rights principles in the evaluation focus and process as established in the UNEG Handbook, Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance. The evaluation will follow UNEG Norms and Standards for Evaluation in the UN system and abide by UNEG Ethical Guidelines and Code of Conduct as well as the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.

The evaluation will utilize a theory of change approach to the evaluation of the GAP taking into consideration the UNICEF Strategic Plans and other strategic and policy frameworks – its intended outcomes, the activities implemented to achieve those outcomes, and the contextual factors that may have had an effect on implementation of UNICEF interventions and their potential to bring about desired outcomes. Where outcome-level data is lacking, evaluators will assess the extent to which programmes and interventions have contributed to the achievement of results foreseen in the GAP.

The evaluation team will design the evaluation methods and tools that will allow the evaluation team to answer the questions and to come up with an overall assessment backed by clear evidence. The methodological design will include: an analytical framework; a strategy for collecting and analysing data; a series of specifically designed tools; and a detailed work plan.

The evaluation team will propose a provisional methodological design within the bid (including detailed cost estimates). The main elements of the method will be further developed during the inception phase in line with the agreed evaluation questions (including assumptions to be assessed, indicators, data collection tools and analysis approach) and analytical framework and should include the following:

Documentary review and secondary data:

A preliminary list of relevant documentation (together with electronic copies) including key documents related to UNICEF activities, reports from other stakeholders and existing literature in the theme has been prepared by the Evaluation Office in consultation with UNICEF technical experts (see

selected bibliography in annex). Access to these documents will be made available to interested bidders on request.

A full set of available documents will be shared with the evaluation team during the inception phase. It will include global/regional-level resources that are already available in headquarters, such as strategic documents, annual reports, portfolio analysis containing financial information, thematic papers, related studies, evaluations, etc.

Previous thematic, country, or programme evaluations, reviews, audits and assessments carried out by UNICEF and key partners should be used to inform the present exercise. The evaluators will also take into account documentation produced by other donors, experts, and international institutions. In addition, evaluators will be responsible for identifying and researching further information (both qualitative and quantitative) at global, regional and country levels. The available documentation will be reviewed and analysed during the inception phase to determine the need for additional information and finalization of the detailed evaluation methodology.

Interviews with key informants: will be conducted by the evaluation team with relevant stakeholders. Key staff from programme countries and global/regional advisers/experts will be interviewed during the inception phase. During the data collection phase, interviews will be conducted with international and national experts and staff. Additional interviews will be conducted with policymakers and actors in the field of gender equality and women's empowerment. Interviews will also be held with staff of other United Nations agencies and relevant institutions that partner with UNICEF in its support to gender equality at global, regional and/or national levels. Interview protocols will be developed during the inception phase.

Group interviews and focus groups: will be conducted by the evaluation team with selected UNICEF staff, beneficiaries, service providers, and decision/policymakers, as well as other actors in the field of gender equality. When organizing focus group discussions and group interviews, attention will be given to ensure gender balance, geographic distribution, cultural sensitivity, representation of population groups and representation of the stakeholders/duty bearers at all levels (policy/service providers/target groups/communities). The specific protocols for focus group discussions will be developed during the inception phase.

Country and regional visits: the evaluation team will assess UNICEF support at global, regional and country levels. The team will conduct seven country visits to provide an in-depth assessment and illustrate GAP results at regional/country levels, as well as analysing to what extent UNICEF HQ and regional offices will support country offices in terms of guidance and technical support.

In addition, for a balanced approach, the team will undertake 10 desk-based country/ regional studies (no field visits involved) to supplement the field visits and inform the synthesis report. Methodology for the desk studies will involve a documentary review and phone interviews.

The criteria to identify and select country studies will be further developed by the evaluation team at the inception phase in close collaboration with the evaluation manager.

5. Methods for data analysis

The evaluation matrix will provide the guiding structure for data analysis for all components of the evaluation. The evaluation questions will be used to structure data analysis. The following methods of data analysis and synthesis are encouraged to be used:

- **Descriptive analysis** – to identify and understand the contexts in which the GAP has evolved, and to describe the types of interventions and other characteristics of the GAP.
- **Content analysis** – to analyse documents, interviews, group discussions and focus groups notes and qualitative data from the survey to identify emerging common trends, themes and patterns for each key evaluation question, at all levels of analyses. Content analysis can be used to highlight diverging views and opposing trends. The emerging issues and trends provide the basis for preliminary observations and evaluation findings.
- **Comparative analysis** – to examine findings on specific themes or issues across HQ, regional and countries. It can be used to identify good practices, innovative approaches and lessons learned. This type of analysis allows for comparing findings emerging from the field visits and data collected through the survey.
- **Quantitative analysis** – to interpret quantitative data, in particular data emerging from the survey, as well as from the annual reports, country-level studies and reports, and financial data.
- **Contribution analysis** – to assess the extent to which the GAP I and II contributed to expected results. Test assumptions, examine influencing factors, and identify alternative assumptions for each pathway of change.

6. Evaluation process

The evaluation will be conducted in four phases:

I – Preparatory Phase

The UNICEF Evaluation Office leads the preparatory work in consultation with technical teams. This phase includes:

- The drafting of terms of reference for the evaluation;
- The initial document collection and review; and
- The selection and recruitment of the independent evaluation team.

II – In-depth Inception Phase

The evaluation team will conduct the design of the evaluation in consultation with the UNICEF Evaluation Office. This phase includes:

- The inception phase will involve a **briefing** from the Evaluation Office and the Reference Group.
- It will also involve discussions with selected UNICEF staff at NY headquarters, regional and country offices. The consultant team will conduct in-person or over the phone discussions/interviews with selected UNICEF staff at NY headquarters, regional and country offices.
- A **documentary review** of all relevant documents available at headquarters, regional office and country office levels and documentation from external source including gender plans/strategies of similar entities. The inception phase will involve a desk-based review analysing the documents related to the preparation of the GAP, processes, and activities undertaken to date, country programme documents of selected countries, work

plans, management plans, strategies and any additional documents shared by the Evaluation Office.⁴The selected team will also conduct broad background reading of past evaluations of similar gender strategies/plans. This will help narrow the focus and refine the evaluation approach.

- A review of the **intervention logic** and the theory of change of the GAP 2014–2017 and 2018–2021.
- The **refinement and development evaluation questions**, the identification of the assumptions to be assessed and the respective indicators, sources of information and methods and tools for the data collection.
- The development of a **data collection and analysis strategy**.
- A concrete workplan for the field and reporting phases.
- The selection of the **regional/country case and desk studies**.
- During this phase the team will produce a 20- to 25-page inception report. It will further refine the assessment’s objectives, scope and key questions to be answered by the evaluation. It will set out the approach to the evaluation as well as an appropriate evaluation design and methods. Finally, it will present the assessment frames and instruments that will be used to undertake the evaluation. The inception report will provide an outline of the final report. It will provide a clear, costed workplan. The evaluation team leader will submit the draft inception report to the EO Evaluation Manager and present it to the reference group in person in New York. The Evaluation Manager will provide a matrix with

stakeholder comments for the attention of the evaluation team, who will address the comments receive and prepare both a final report and an annotated matrix indicating how comments have been addressed. The final report will be submitted to the EO evaluation manager. The inception report shall be considered final upon approval by the UNICEF Evaluation Office.

III – Data Collection and Analysis Phase

This phase of the evaluation will involve an extensive desk review and analysis. It will also include global, regional and country level consultations. For the global consultations, a first step for this will be to identify stakeholders at this level and assess their roles in planning and implementation of the GAP. The list of respondents and collaborations will be completed by programme colleagues.

The evaluation team will conduct structured in-person or phone/skype interviews and/or focus group discussions with the gender section, other governance structures of the GAP, regional office colleagues, and participating country offices.

For the country-level consultations, the Evaluation team will visit five countries (selection criteria will be developed by the team during the inception phase) and spend eight working days in situ per country visit to review the design, technical and management aspects of the programme at the country level with regard to the constraints, opportunities, contextual and substantive issues in operationalizing the GAP at the country level. The selected of countries to be visited will depend on their progress and implementation status.

⁴ An initial list of documents will be shared with the consultant team but will have to be complemented during the interview process.

The Evaluation team will carefully review the sources and reliability of information, determine what gaps there may be in the information required, and suggest methods needed to fill the gaps. At the end of each country visit, the Evaluation Team will collaborate with the country office to organize a stakeholders' workshop. The purpose of the workshop will be to solicit feedback on preliminary findings and recommendations from both the country and global findings.

IV – Validation and Reporting Phase

In this phase a series of debriefing meetings will be held to validate major findings of the draft evaluation report. A workshop will be held to formulate recommendations in a participatory manner with the evaluation reference group. A debriefing will be held with the UNICEF Evaluation Office, Gender Section and the Evaluation Reference Group. A second debriefing through skype for business will be held with participating country and regional offices. The purpose of these debriefings is to discuss and comment on the evaluation, checking for factual errors or errors of interpretation.

The exercise will culminate with the completion of the evaluation report that includes an evaluation matrix, findings, and recommendations. The report should not exceed 60 pages including the executive summary but excluding annexes. The final report will be formally approved by the UNICEF Evaluation Office.

7. Dissemination and Follow-up Phase

The management of the evaluation will follow a participatory approach in close collaboration with programme colleagues and development partners concerned in order to engage them in key moments of the evaluation process.

The evaluation team may be requested to assist in dissemination and follow-up activities, participating in for instance webinars and conference presentations on the findings and conclusions of the exercise.

In the dissemination and follow-up phases, relevant units will prepare a management response to the recommendations in the final report.

8. Governance and management of the evaluation

The evaluation will be conducted by an external evaluation team to be recruited by UNICEF's Evaluation Office (EO). The Evaluation Team will operate under the supervision of a dual-tiered evaluation management and oversight structure. Direct supervision is provided by a Senior Evaluation Officer at the EO, supported by an Evaluation Specialist. The Evaluation Office will be responsible for the day-to-day oversight and management of the evaluation and for management of the evaluation budget. It will assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines, provide quality assurance checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. The Evaluation Office will participate in country visits and interviews that the evaluation team is conducting with stakeholders. As such, the UNICEF Evaluation Office will be fully involved in the evaluation process throughout the evaluation.

The advisory body for the evaluation is the Evaluation Reference Group (ERG) bringing together a mix of UNICEF managers, advisers and external experts from among the

key stakeholders. The ERG will be chaired by the Director of the Evaluation Office and will have the following role: a) contribute to the conceptualization, preparation, and design of the evaluation including providing feedback on the draft terms of reference, feedback and comments on the inception report; b) provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; c) assist in identifying UNICEF staff and external stakeholders to be consulted during the evaluation process; d) participate in review meetings organized by the EO and with the evaluation team as required; e) play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

9. Time frame and deliverables (indicative and subject to change)

The implementation of the evaluation is expected to follow this time schedule:

Date	Milestone
September/October 2018	Finalization of the Terms of Reference; Issuance of call for Expressions of interest
October – December	Contracting of Evaluation Team
February 2019	Inception phase
February to June 2019	Analysis of data from 10+ sample countries; Field missions to 7 countries
July 2019	Drafting of the evaluation synthesis report
July	Draft report
September 2019	Final report submission

Expected deliverables include the following:

- An Inception report (max. 15–20 pages):** following an initial desk review, which outlines the scope, methods and chapter plan for the final evaluation report including instruments for interviews, a work plan and a completed evaluation matrix.
- For the 7 countries, a brief of 5 pages and PowerPoint presentation will be prepared:** a brief and PowerPoint presentation with main findings to facilitate presentation to national implementers at the end of each country visit (to be shared only with the Evaluation Office for information).
- A draft evaluation report (max. 60 pages including the executive summary and excluding annexes)**
- A workshop between the evaluation team, the Evaluation Office and the reference group to formulate recommendations.**
- A second and third draft evaluation report** based on comments received on the draft report during the validation phase, the lead consultant will finalize the Evaluation as required, and submit the Final Report and Summary to the UNICEF Evaluation Office.
- A PowerPoint Presentation and up to two facilitated participatory debriefings/workshops with key stakeholders:**⁵ A summary of key findings and conclusions prepared towards the end of the evaluation and submitted before the stakeholder validation workshop (10 to 15 slides).
- Workshop reports, summarizing the discussion, decisions taken and actions agreed, and addressing feedback provided.**

The inception report and draft evaluation report will be shared with EAG, and participating country offices for rapid feedback.

⁵ The precise number of debriefings/workshops suggested should be included in the inception report.

The proposed timeframe and expected products will be discussed with the evaluation team and refined in the inception report. The UNICEF Evaluation Office reserves the right to ensure the quality of products submitted by the evaluation team and will request revisions until the product meets the quality standards as expressed by the ERG.

10. Team Composition and Consultant Profile

The proposed team consists of four senior-level consultants (team leader, two technical experts and one researcher) who will have complementary expertise in the areas of evaluation and gender equality, gender mainstreaming, equity, Human Rights-Based Approach, Institutional analysis. The ideal consultants would have previously conducted comprehensive multi-sectoral evaluations and/or applied research work to assess gender equality programmes and/or gender plans/strategies and be familiar with the UN system and UNICEF. The two experts will be supported by a mid-level consultant: a research assistant/data analyst. The team is expected to be balanced in terms of gender and geographic origin. The institution and the evaluation team members will not have been involved in the design, implementation or monitoring of the GAP during the period under review, nor will they have other conflict of interest or bias on the subject.

A Team Leader with the following credentials (125 Days):

- “Demonstrated experience of programming in gender equality, gender mainstreaming, human rights including sound knowledge of change management processes; familiarity with other sectors, namely, health, WASH, education, nutrition, child protection and social protection”;
- Strong team leadership and management track record and commitment to delivering timely and high-quality evaluation report;
- Extensive evaluation expertise (at least 10/15 years) of comprehensive scope with strong mixed-methods evaluation skills and flexibility in using non-traditional and innovative evaluation methods including gender-sensitive, gender-responsive and feminist evaluation methods;
- Familiarity with UNICEF’s programming, policy and advocacy work and experience in evaluating multi-sectoral initiatives would be an asset;
- Background in gender equality, gender mainstreaming, human rights including sound knowledge of change management processes; familiarity with other sectors, namely, health, WASH, education, nutrition, child protection and social protection;
- Knowledge of the UN’s human rights, gender equality and equity agendas and experience in applying these to evaluation;
- Good interpersonal and communication skills; ability to interact with various stakeholders and to concisely express ideas and concepts in written and oral form;

- Language proficiency: Fluency in English is mandatory; good command of French is desirable.

The **team leader** must have an extensive experience in leading evaluations of a similar complexity and character. His/her primary responsibilities will be:

- Conducting and leading the evaluation in all its phases and managing the inputs of the other team members throughout the exercise;
- Setting out the methodological approach;
- Undertaking country visits;
- Reviewing and consolidating the team members' inputs to the evaluation deliverables;
- Liaising with the evaluation representing the evaluation team in meetings with stakeholders;
- Delivering the inception reports, the evaluation report and country visit briefs in line with the requested quality standards.

Two Team members with complementary backgrounds to Team leader and each other in gender equality, gender mainstreaming and strong multisectoral orientation (100 days)

Significant experience in evaluation and/or policy research with background in gender equality, gender mainstreaming or other areas relevant to addressing gender equality and women's empowerment issues (at least 12 years' relevant experience); Experience in evaluating multisectoral programmes or initiatives.

- Strong conceptualization, analytical and writing skills and ability to work effectively in a team.

- Hands-on experience in collecting and analysing quantitative and qualitative data;
- Knowledge of the UN's human rights, gender equality and equity agendas and application in evaluation;
- Commitment and willingness to work in a challenging environment and ability to produce quality work under limited guidance and supervision;
- Good communication and people skills; ability to communicate with various stakeholders and to express ideas and concepts concisely and clearly in written and oral form;
- Language proficiency: Fluency in English is mandatory; good command of French and/or Spanish is desirable.

The two **theme members** should have a strong ability to interact with a wide range of stakeholders. His/her primary responsibilities will be:

- Contributing to the design of the methodological approach;
- Contributing to the draft inception, draft report and country briefs in line with the requested quality standards;
- Undertaking country visits; and
- Providing quality inputs to all deliverables.

One Researcher – 70 days

- At least eight years of progressively responsible experience in both qualitative and quantitative data analysis; knowledge management for evaluation, information technology and data management;

- Experience in supporting senior evaluators in ensuring use of consistent interview protocols, templates for recording and reporting on interviews, standard case study report formats and a comparative table of findings;
- Familiarity with gender equality and related issues/sectors an advantage.
- Expertise in handling collaborate teamwork software, online surveys, document repositories, bibliography software and databases.
- Commitment to handling back-office support and logistics as needed.

The **researcher** will support the team leader and team members in data collection, undertaking an in-depth documentary review and preparing inputs to the evaluation report deliverables.

In close cooperation, and under the supervision of the team leader, the researcher is expected to:

- Conduct the data collection and assemble relevant data and information;
- Conduct interviews as required;
- Undertake desk-review of data sources and materials relevant to the evaluation and undertake analysis;
- Prepare matrices and other formats required for systematic analysis and synthesis of the material reviewed;
- Draft literature review report; and
- Contribute to the inception report, draft report and country briefs.

Selected References

- UNICEF Gender Action Plan (GAP): 2014–2017 <www.unicef.org/gender/gender_57856.html>
- UNICEF Gender Action Plan (GAP): 2018–2021 <www.unicef.org/about/execboard/files/2017-16-Gender_Action_Plan-2017.07.14-Rev.1.pdf>
- UNICEF Gender Equality Policy: <www.unicef.org/gender/gender_57854.html>
- UNICEF Gender Equality Resources: <www.unicef.org/gender/gender_57850.html>
- UNICEF Strategic Plan 2014–2017: <www.unicef.org/strategicplan/>
- UNICEF Strategic Plan 2018–2021: <www.unicef.org/about/execboard/files/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf>
- 2008 Global: Evaluation of Gender Policy Implementation in UNICEF: <www.unicef.org/evaldatabase/index_43413.html>
- UNEG Norms and Standards: <www.unevaluation.org/document/detail/1914>
- Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance: <www.uneval.org/document/detail/1401>
- Revised Evaluation Policy of UNICEF <www.unicef.org/about/execboard/files/2013-14-Revised_Evaluation_Policy_UNICEF-18Apr13.pdf>
- UNICEF Procedure for Ethical Standards in Research Evaluation, Data Collection and Analysis: <www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF>
- UN System-wide Action Plan on Gender Equality and the Empowerment of Women – See: <www.unwomen.org/en/how-we-work/un-system-coordination/promoting-un-accountability>
- Evaluation of UNDP’s contribution to gender equality and women’s empowerment: <<http://web.undp.org/evaluation/evaluations/thematic/gender.shtml>>

ANNEX 2: METHODOLOGY

Introduction

1. This Annex describes the methodology applied for the evaluation. It was designed at Inception stage of the study and was implemented mostly as planned, though with some minor amendments, as detailed below.
2. The GAP evaluation took place in a highly decentralized organization which had undergone some recent corporate change. The study therefore faced a number of potential – though also potentially manageable – limitations to evaluability. The three main ones (identified in the Inception Report of July 2019)⁶ were
 - i. Data paucity in relation to gender equality results, with data anticipated to be variable in terms of availability and quality;
 - ii. Staff turnover meant that historical memory for GAP I in particular could be limited; and
 - iii. Scope, with the high number of UNICEF programme countries and many more interventions, meaning that comprehensive coverage was unfeasible.

3. The evaluation design sought to address and manage these challenges and expectations; ensuring credibility and validity through a highly systematic approach. The following Annex explains the methodology design and its subsequent implementation.

Conceptual principles

4. To support evaluability, and to ensure that the evaluation reflected advice and thinking on Policy and strategy evaluations,⁷ the following principles were adopted for the evaluation design:
 - i. Recognizing that evaluating a corporate instrument such as the UNICEF GAPs required a *focus on alignment* of the policy being evaluated with:
 - wider norms (in this case the international commitments of CEDAW, the Beijing Declaration, the SDGs and others);
 - wider relevant international discourses and priorities (such as the results agenda and aid effectiveness commitments); and
 - ii. Accepting a need for an explicit *underlying theory* – here the GAP theory of change – against which performance could be assessed

⁶ Evaluation of the UNICEF Gender Action Plan: July 2019, UNICEF Evaluation Office, internal document.

⁷ See, for example, Patrizi and Quinn Patton, *Evaluating Strategy*, 2012.

- iii. Understanding that evaluating strategic instruments such as the GAPs would require an *understanding of the culture of the organization*, including the drivers, incentives and barriers for policy implementation – particularly for a highly decentralized organization such as UNICEF
- iv. Recognizing that such instruments *do not operate in a vacuum*, but are embedded in, and dependent for implementation on, the set of organizational structures and ‘rules’ that surround them within UNICEF
- v. Making effort to *reveal the gaps and tensions between organizational rhetoric* on a policy area and operational reality, particularly in highly decentralized organizations (such as UNICEF) (this gap had been noted in other Gender Policy evaluations⁸); and
- vi. Understanding that programmes or initiatives are not just contributors to, or a litmus test for, GAP implementation, but are also *sources of advice and information* for future GAP design.

Key evaluation issues and questions

5. An initial set of evaluation questions had been presented in the Terms of Reference (Annex 1). However, the Inception Phase also identified a series of issues of concern for UNICEF staff and management. These included:
 - The importance of capturing UNICEF’s trajectory over time on gender, particularly to inform the organization’s future approach to/action on gender in relation to the Strategic Plan 2018-2021;
 - The need to assess the construction of the GAPs, especially the relevance/effectiveness of the ‘twin-track’ approach to programming (integrated/mainstreamed approaches plus targeted priorities) adopted;
 - The role and use of ‘transformative’ approaches to gender, and whether a common understanding of/approach to these is found across UNICEF.
6. Accordingly, these key issues and associated evaluation questions were distilled and analysed as per Table 1 to form the main lines of enquiry for the evaluation:

Table 1: Key evaluation issues and questions

Key issue	Key questions
i. GAP construction Were the GAPs appropriately constructed to reflect UNICEF’s global leadership role for gender equality, in line with its mission?	<ul style="list-style-type: none"> • Were the GAPs adequately positioned and constructed to respond to UNICEF’s mandate centred on children and women? • Do the GAPs align to international gender framing documents such as the UN-SWAP, CRC, CEDAW, SDGs, etc.? • Do the approaches and assumptions of the GAP address the gender equality challenges and opportunities at country and systemic levels?
ii. Strategic vision and direction Did the GAPs adequately serve to set UNICEF’s strategic vision and strategic direction for transformative change on gender?	<ul style="list-style-type: none"> • Did the GAPs adequately promote a gender-transformative agenda? • Were the GAPs sufficiently promoted internally and externally by senior management and leadership? • Did the GAPs enable UNICEF to create a cohesive strategic vision on gender across the organization?

⁸ E.g., WFP, *This Time Around? Evaluation of WFP’s 2009 Gender Policy*, 2004.

Table 1 (cont'd)

Key issue	Key questions
<p>iii. The enabling environment</p> <p>How well did UNICEF establish the enabling environment to deliver on the GAPs at corporate, regional and country level?</p>	<ul style="list-style-type: none"> To what extent were organizational capacities, systems and accountabilities set in place to support GAP implementation? To what extent did the introduction/development of these capacities, systems and accountabilities support or hinder GAP implementation?
<p>iv. Implementation</p> <p>How well did UNICEF implement the GAPs?</p>	<ul style="list-style-type: none"> What opportunities were seized and maximized? How were any barriers and bottlenecks managed and/or mitigated?
<p>v. Partnerships</p> <p>How well did UNICEF utilize and leverage partnerships to deliver results on gender equality; and how well is it set up to work in partnership in the future?</p>	<ul style="list-style-type: none"> To what extent has UNICEF initiated/expanded partnerships and collaborations to support GAP implementation at corporate, regional and country level? To what extent have these partnerships supported delivery of the GAPs/ gender mainstreaming?
<p>vi. Programme mainstreaming</p> <p>To what extent did the GAPs influence the programmatic mainstreaming of gender equality to improve results for children?</p>	<ul style="list-style-type: none"> To what extent does UNICEF programming (development and humanitarian) over the period of the GAPs show increased attention to gender in planning, implementation and reporting? To what extent is any such increase linked to the GAPs?
<p>vii. Results</p> <p>(How) did the GAPs enable UNICEF to deliver on gender equality and women's empowerment development results?</p>	<ul style="list-style-type: none"> Have gender results over the period of GAP implementation increased? To what extent are any such results linked to the GAPs? Did the 'twin' approach of the GAPs to programming contribute to improved results for gender equality? To what extent are any such results transformational?

Scope of the evaluation

7. Both the Terms of Reference and the Inception Phase highlighted some limits to the scope of the evaluation, as follows:

- The study was explicitly not an evaluation of the UNICEF Gender Section and its work, but rather of broader GAP implementation;
- Human resource and protection from sexual exploitation and abuse (PSEA) issues, being separately addressed by a parallel Gender Task Force exercise, were not included in the evaluation, though parity in staffing was considered as a factor supporting or constraining GAP implementation;
- Beneficiary perceptions were in principle an important element of the evaluation. However, as a study of a corporate instrument, the evaluation design did not seek (not could claim) to represent the perceptions of individual beneficiaries regarding UNICEF's gender work fully and completely as, for example, a large-scale field-based survey might do;
- Since GAP II is mid-implementation, its results could be assessed under the evaluation; and

- The evaluation did not aim to cover efficiency issues in depth, beyond reviewing the resources allocated to gender and their use; this area was assessed by the concurrent Development Effectiveness Review taking place in 2019.

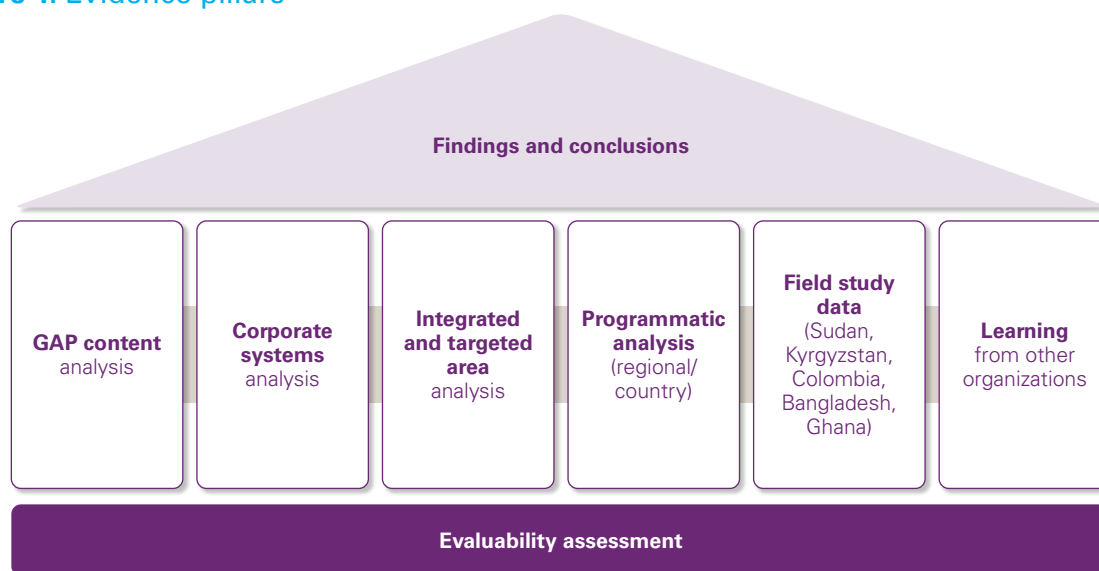
Building the evidence base

8. The evaluation design was built around the key issues and questions above. A six-pillar design was constructed (Figure 1 below), which sought to bring all six together in a fully systematic approach to explore the implementation of both GAPs.
9. The content of each pillar was as follows. These are expanded in Table 2 below and further in the Evaluation Matrix (Annex 4). Each evidence pillar responded to several of the key issues and evaluation questions raised.
 - **Pillar 1: GAP content analysis:** This area of enquiry supported the analysis of the two GAPs and their alignment with the external environment for gender.

It assessed the conceptual evolution of the GAPs over time. It comprised a largely technical analysis of the GAPs; the external (particularly UN) environment for gender; and interviews with key stakeholders, as well as reviewing similar instruments from other organizations.

- **Pillar 2: Corporate analysis:** This area of enquiry examined key corporate functions, as aligned to the UN-SWAP mechanism, to assess the extent to which gender had been mainstreamed across key areas of UNICEF business practice. It included interviews with key HQ stakeholders, conducted in New York June-August 2019.
- **Pillar 3: Integrated and targeted area analysis:** This area reviewed progress on GAP implementation against the 'twin track' of both GAPs, namely integration/mainstreaming in programme areas and addressing targeted priorities. It sought to identify the extent to which gender has been successfully been addressed over the period of GAP implementation.

Figure 1: Evidence pillars



- **Pillar 4: Programmatic analysis:** This area took a sample of key documentation from 28 UNICEF programme countries across the 7 regions (stratified to ensure coverage of diverse contexts, including country development status, governance environments, scale of UNICEF programming, conflict-affected and stable environments, etc. – see Annex 6 for full sampling parameters). It analysed the extent to which gender was a) a focus of intended results, b) adopted within programme design. It also assessed which results had been generated, as well as (as far as feasible) the extent to which the GAPs had influenced programme choices. The full list of sampled countries is available at Annex 5; since one, Yemen, did not respond to requests for information, 27 were eventually studied. Although not planned at design stage, interviews with 20 of the 27 Country Offices were subsequently conducted, to deepen, validate and bring up to date the desk review. No responses were received from the remaining 7 or interviews were otherwise unfeasible.
- This Pillar also included short (1–2 day) missions to regional offices in WCARO and ECARO; detailed phone interviews across a range of staff in the LACO regional office; and phone interviews with the Regional Gender Specialist and senior management in the remaining four regional offices.
- **Pillar 5: Field study:** This area comprised visits to 5 UNICEF programme countries to assess the implementation of the GAPs (and gender mainstreaming more broadly) within UNICEF programmes and operations. These were selected as Sudan, Kyrgyzstan, Colombia,

Bangladesh and Ghana. Sampling parameters are set out in Annex 5 but included:

- Coverage of 5 UNICEF regions, and a range of country contexts in which UNICEF operates;
- Reflection of the diversity of contexts in which UNICEF operates;
- Type and spread of UNICEF gender activity;
- Degree of inequality / inequity and Gender Inequality Index status;
- Income status;
- Presence of fragility / conflict.

Field study took place during the period April-June 2019. Field missions were of five days' duration, and included two team members in Bangladesh and Ghana; one evaluation team member in Sudan; and one evaluation team member supported by UNICEF evaluation officers in Colombia and Kyrgyzstan.

- **Pillar 6: Learning from partner organizations:** With a unique mandate and specific operating model, comparison with other organizations would not be appropriate. However, learning from other organizations was considered of potential value to UNICEF as it moves forward with GAP 2018–2021 implementation. Therefore, appropriate lessons and areas of good practice were sought from other organizations with a similar operating model to UNICEF. Those identified for study were: UNDP; WFP; Oxfam and UNFPA.

10. Table 2 overleaf indicates how the evidence base was constructed, linked to the Key Issues identified in Table 1 above.

Evaluation coverage

11. As paragraph 6 above notes, the evaluation could not seek to be comprehensive. The evaluation methodology, however, aimed for reasonable coverage of GAP implementation given UNICEF's decentralized arrangements. This included coverage of all 7 UNICEF

regional offices (by phone or in-person visits); 27 UNICEF Country Programmes; and five further countries selected for field study. Overall, this allowed for 32 countries and all seven regional offices to be reviewed in varying levels of depth, as well as global-level corporate data for a broader picture.

Table 2: Constructing the evidence base

Key Issue	Evidence pillars	Selection / sample	Rationale
<p>i. GAP construction:</p> <p>Were the GAPs appropriately constructed to reflect UNICEF's global leadership role for gender equality, in line with its mission?</p>	<p>Pillar 1: GAP content analysis</p> <p><i>Purpose: to assess alignment of the GAPs with UNICEF's mission statement on gender and with global directions on gender equality and the empowerment of women</i></p> <p>Content: Technical analysis of GAPs and associated documentation</p>	<p>UNICEF mission statement and Strategic Plans</p> <p>Global/UN normative commitments to gender over time</p> <p>The two GAPs and associated implementation plans such as GAP annual reporting</p>	<p>The foundations of the study were the GAP content and their alignment with the external environment</p>
<p>ii. Strategic vision and direction:</p> <p>Did the GAPs adequately serve to set UNICEF's strategic vision and strategic direction for transformative change on gender?</p>	<p>Pillar 1: GAP content analysis</p> <p>Pillar 2: Corporate analysis</p> <p><i>Purpose: To assess the degree to which the GAPs developed and promoted a transformative agenda for gender, which has allowed for a cohesive vision across the organization</i></p> <p>Content: Technical analysis of GAPs; analysis of senior management engagement and promotion of the GAPs; analysis of staff take-up of the vision</p>	<p>The two GAPs and associated documentation</p> <p>Minutes from Global and Regional Gender Network Meetings</p> <p>Senior management speeches, plans, directives, etc.</p> <p>Staff views and perceptions, including at regional and country levels</p>	<p>Ground-truthing the vision presented in the GAPs with institutional take-up and use within UNICEF</p>

Table 2 (cont'd)

Key Issue	Evidence pillars	Selection / sample	Rationale
<p>iii. Enabling environment:</p> <p>How well did UNICEF establish the enabling environment to deliver on the GAPS at corporate, regional and country levels?</p>	<p>Pillar 2: Corporate analysis</p> <p><i>Purpose: to assess the systems and processes put in place across UNICEF to support GAP implementation over the period, and to assess the extent to which the institutional aspects of its commitments have been implemented</i></p> <p>Content: a) Review of internal structures and processes for gender mainstreaming, and b) Review of selected business processes and systems, to assess their conduciveness or otherwise for supporting gender mainstreaming</p>	<p>a) The Gender Section and architecture within UNICEF; management and Executive Board role in setting the direction and holding accountability for gender; the Gender Marker, Gender Programme Review and UN-SWAP reporting system</p> <p>b) Selected processes accord with the UN SWAP and include planning and reporting systems; oversight and accountability functions; human and financial resources; capacities; knowledge, communication and coherence</p> <p>c) Examination of institutional systems as applied at field level</p>	<p>The Gender Section and associated architecture (e.g., the regional Gender Advisers) are the main focal point for gender mainstreaming within UNICEF; the Gender Marker system provided the main system for gender mainstreaming within operations; the UN-SWAP is the main mechanism for internal and external performance reporting on gender</p> <p>UNICEF has a vast range of business processes, but those identified constituted the core aspects of a gender mainstreaming approach; were aligned to the UN-SWAP on which UNICEF reports; were all core to UNICEF operations and management; and were closest to gender equality results on the ground. They were accordingly examined at HQ and field levels</p>
<p>iv. Implementation:</p> <p>How well did UNICEF implement the GAPS? Implementation:</p> <p>How well did UNICEF implement the GAPS?</p>	<p>Pillar 2: Corporate analysis</p> <p>Pillar 3: Integrated and targeted priority analysis</p> <p>Pillar 4: Programme analysis</p> <p>Pillar 5: Field study data</p> <p><i>Purpose: To assess the extent to which the systems and processes put in place across UNICEF to support GAP implementation over the period have been realized/ proven supportive in practice</i></p> <p>Review of the extent to which a) internal structures and processes for gender mainstreaming and b) selected business processes and systems have/ have not supported gender mainstreaming across the organization, as also reflected within UNICEF programming in integrated and targeted programme priorities</p>	<p>As above (the functioning and operationalization of relevant systems and processes)</p> <p>The Gender Section, architecture and capacities within UNICEF; management and Executive Board role in setting the direction and holding accountability for gender; the Gender Marker, Gender Programme Review and UN-SWAP reporting system</p> <p>Examination of institutional systems and functioning (as per ii above) in integrated and targeted areas; and in country programming</p> <p>Interlinkages across sections and programme areas for gender</p>	<p>The architecture provided by the Gender Section and associated mechanisms (e.g., the regional Gender Advisers) needed to be considered in terms of its sufficiency for supporting gender mainstreaming across a highly decentralized organization; the Gender Marker system needed to be assessed for its reliability; self-reporting on the UN SWAP needs to be triangulated by independent assessment</p> <p>The functioning of relevant business processes at HQ-level needed to be assessed in terms of how they have supported gender mainstreaming in reality at the programmatic level.</p>

Table 2 (cont'd)

Key Issue	Evidence pillars	Selection / sample	Rationale
<p>v. Partnerships:</p> <p>How well did UNICEF utilize and leverage partnerships to deliver results on gender equality; and how well is it set up to work in partnership in the future?</p>	<p>Pillar 2: Corporate analysis</p> <p>Pillar 3: Integrated and targeted area analysis</p> <p>Pillar 4: Programme analysis</p> <p>Pillar 5: Field study data</p> <p><i>Purpose: In the era of the SDGs, to assess the extent to which UNICEF has adopted and applied an ethos of partnership to its work on gender</i></p> <p>Review of partnerships at corporate level, including participation in the system-wider gender architecture</p> <p>Review of partnerships in field study</p> <p>Review of partnerships in integrated / targeted area documentation</p>	<p>Analysis of corporate partnerships on gender through the Gender Section</p> <p>Analysis of partnerships in the key integrated areas and targeted priorities identified by the GAP</p> <p>Analysis of partnerships in programme documentation</p> <p>Analysis of partnerships in field study countries (selected as: Sudan, Colombia, Kyrgyzstan, Ghana, Bangladesh – see Annex 6 for sampling rationale)</p>	<p>Assessing partnerships for gender at multiple levels, from the global through to integrated/targeted area and field levels, provided a broad perspective on approaches to and realization of, partnerships</p>
<p>vi. Programming:</p> <p>To what extent did the GAPs influence the programmatic mainstreaming of gender equality to improve results for children and women?</p>	<p>Pillar 3: Integrated and targeted area analysis</p> <p>Pillar 4: Programme analysis</p> <p>Pillar 5: Field study data</p> <p><i>Purpose: To note the presence or absence of gender within UNICEF country programming planning and reporting, and to assess the extent of GAP 'reach' over time</i></p> <p>Content: Review of a sample of key programme documentation from a range of selected countries. Explored in more depth through field study the influence of the GAP on programming</p>	<p>Review of a stratified sample of regional/country programme documentation, applying a spread of UNICEF programme countries across its 7 regions (see Annex 6 for countries and sampling rationale)</p> <p>Documents reviewed were:</p> <ul style="list-style-type: none"> • Country Programme Document • Country Programme Management Plan • Annual Reports; • Gender Programmatic Review (GPR) (where available); • SWAP scorecard (where available) <p>Review of sector strategies in key areas (integrated/targeted results)</p> <p>Review of programmes in 5 countries selected for field study, namely: Sudan, Colombia, Kyrgyzstan, Ghana, Bangladesh</p>	<p>Assessed the influence of the GAP in as broad a spread of countries as feasible within time and resource constraints, and to ensure the inclusion of a diversity of contexts in which UNICEF is operational</p>

Table 2 (cont'd)

Key Issue	Evidence pillars	Selection / sample	Rationale
<p>vii. Results:</p> <p>How did the GAPs enable UNICEF to deliver on gender equality and women's empowerment development results?</p>	<p>Pillar 2: Corporate analysis</p> <p>Pillar 3: Integrated and targeted area analysis</p> <p>Pillar 4: Programme analysis</p> <p>Pillar 5: Field study data</p> <p><i>Purpose: To assess the extent to which the GAP has supported the delivery of results for gender at corporate level</i></p> <p>Content: Review of corporate level results information on gender. Analysis of results as identified within country programme documentation, integrated and targeted priority gender-related results; and within field study</p>	<p>Review of corporate reporting on gender results</p> <p>Review of a stratified sample of regional/country programme documentation (Annual Reports) from sample countries (see Annex 6)</p> <p>Review of gender-related results generated in integrated and thematic areas</p> <p>Review of results as identified within field study</p>	<p>Assessed the extent to which a) results are generated at HQ, regional and country level and b) the extent to which results identified by the evaluation were adequately reflected in corporate reporting</p>
<p>Cross-learning</p>	<p>Learning from other organizations on gender mainstreaming</p> <p><i>Purpose: to locate UNICEF's efforts within those of the wider humanitarian and development partnership on gender, focusing on the identification of commonalities and differences, and the extraction of learning and good practice</i></p> <p>Content: Analysis of key corporate instruments and mainstreaming tools in other UN organizations</p>	<p>This exercise recognised that UNICEF has its own unique mandate and ways of working, so explicitly did not seek to compare. However, some valuable learning on aspects of gender mainstreaming were sought out.</p> <p>Example organizations which provided such learning⁹ were:</p> <ul style="list-style-type: none"> • UNDP • WFP • Save the Children • UNFPA 	<p>Organizations were sought which have a similar operating model to UNICEF – namely, are two or more of: highly decentralized; have strong field outreach; work in both humanitarian and emergency situations</p>

⁹ Selection made according to evaluative and review evidence available; evaluation team knowledge of gender mainstreaming practice and processes within these organizations.

Stakeholder perspectives

12. Inclusion of stakeholder perspectives were considered important to ground the evaluation within the institutional context; for triangulation and validation purposes; and for ensuring institutional ‘traction’ for a high-profile study. The evaluation sought to integrate these in the following ways:

- **i. Headquarters:** Through the Reference Group established by Evaluation Office which was consulted at key stages of the Evaluation process (Notably Inception and Draft Report stage) as well as through ongoing interviews and consultations at HQ;
- **ii. Gender Section:** Through ongoing engagement and discussion and through structured consultation with Regional Gender Advisers via country programme and field study;
- **iii. UNICEF field staff:** Through consultation during field study and through interviews e.g. with Regional Offices (including by phone for those not receiving field missions) and with Regional Gender Advisers;
- **iv. National government:** Through consultation during field study;
- **v. Cooperating partners:** Through consultation during field study; and
- **vi. UNICEF beneficiaries:** As a corporate-level evaluation, the study was not designed as a large-scale collection of beneficiary perceptions. Beneficiary perceptions were therefore integrated mainly through the use of secondary data (evaluations, studies etc) which have had the opportunity to collect beneficiary perceptions more widely (e.g., those based on detailed surveys).

Evaluation standards and criteria

13. The study applied UNEG norms and standards for evaluation in full. Key evaluation criteria were addressed as follows (Table 3):

Table 3: Evaluation criteria

Relevance	The relevance of the GAPs to UNICEF’s corporate and operational environment; alignment with international standards and norms and UNICEF comparative advantage.
Effectiveness	The extent to which the results intended by the GAPs (I and II) had been realized (as far as feasible to discern) and whether a contribution had been demonstrated towards those which could have been reasonably expected.
Sustainability	Focused on the GAP’s institutional components, complemented by analysis of the results generated by field study. Dimensions of sustainability reviewed were: efforts to embed a gender perspective within national systems and structures including: accountability frameworks; the absorption of UNICEF’s gender-related initiatives by national stakeholders; and efforts to increase national or Co-operating partner capacity on gender.
Coherence	The extent to which the GAPs took account of wider UN policies and commitments on gender equality into account.

Evaluation Matrix

14. The Evaluation Matrix formed the analytical ‘spine’ of the evaluation. It provided the main analytical framework against which data was gathered and analysed. It was shaped around the evaluation questions and embedded the criteria above. All other enquiry tools, such as interview guides and the field study template, were geared towards it.

15. The full Matrix, aligned to the key issues which the evaluation explored, as well as indicators, methods, data sources and means of analysis, is presented at Annex 2. The evaluation criteria above are embedded within it.
16. The second column of the Matrix presents a series of qualitative indicators by which progress/performance was assessed where evidence was available. The third column sets out the methods applied (a statement of intent at design stage but all were subsequently realized in practice); and the fourth the data sources applied.
17. The indicators, methods and data sources included in the Matrix are based on the findings of the Inception phase, experience

from other similar studies and a review of available data. These were intended to be changed or compressed if data were unavailable or unreliable, though in the event, most prove applicable.

Data Collection and Analysis Methods

Data collection methods

18. Within each evidence pillar, the evaluation applied a mixed-method approach to maximise validity and reliability. A highly systematic approach was prioritised, applied through the use of structured tools. Key anticipated methods and data sources are set out in full in the Evaluation Matrix but are summarized in Table 4:

Table 4: Methods applied

Key issue	Methods applied
<p>i. GAP construction</p> <p>Were the GAPs appropriately constructed to reflect UNICEF's global leadership role for gender equality, in line with its mission?</p>	<ul style="list-style-type: none"> • Technical analysis of GAP documents (vertical and horizontal logic, results logic, accountability lines, target realism) • Documentary review of UNICEF mission statement and Strategic Plans • Documentary review of Global/UN normative commitments to gender equality over time
<p>ii. Strategic vision and direction</p> <p>Did the GAPs adequately serve to set UNICEF's strategic vision and strategic direction for transformative change on gender?</p>	<ul style="list-style-type: none"> • Technical analysis of GAP documents (vertical and horizontal logic, results logic, accountability lines, target realism) • Documentary review of UNICEF mission statement and Strategic Plans • Semi-structured interviews with staff and management, at HQ, regional and country levels
<p>iii. Enabling environment</p> <p>How well did UNICEF establish the enabling environment to deliver on the GAPs at corporate, regional and country level?</p>	<ul style="list-style-type: none"> • Interviews with the Gender Section and gender architecture within UNICEF; with senior management. Interviews with Executive Board members were not conducted following guidance from UNICEF's Evaluation Office • Documentary analysis of use of the Gender Marker and UN SWAP reporting system. • Budgetary analysis of the GAPs and Gender Section • Documentary review of key corporate functions • Semi-structured interviews with responsible officers for corporate systems • Learning from other organizations through documentary review

Key issue	Methods applied
iv. Implementation How well did UNICEF implement the GAPs?	<ul style="list-style-type: none"> As above plus field study, using a multi-method approach (systematic documentary analysis using a structured tool geared to the Evaluation Matrix; semi-structured interviews with a range of partners and key informants).
v. Partnerships How well did UNICEF utilize and leverage partnerships to deliver results on gender equality; and how well is it set up to work in partnership in the future?	<ul style="list-style-type: none"> Documentary analysis of gender partnerships at global level Interviews with Gender Unit Structured documentary analysis of integrated/targeted area documentation Field study using a multi-method approach (see above) Interviews with partner organizations identified for learning
vi. Programming To what extent did the GAPs influence the programmatic mainstreaming of gender equality to improve results for children and women?	<ul style="list-style-type: none"> Documentary analysis of a sample of country programme documentation, applying a structured tool Semi-structured interviews with regional Gender Advisers and Regional Offices Documentary analysis of Gender Marker in programming Field study, using a multi-method approach (see above) Learning from other organizations through documentary review
vii. Results How did the GAPs enable UNICEF to deliver on gender equality and women's empowerment development results?	<ul style="list-style-type: none"> Documentary analysis of corporate results Documentary analysis of Gender Marker in programming Documentary analysis of a sample of country programme documentation, applying a structured tool Semi-structured interviews with regional Gender Advisers and Regional Offices Field study, using a multi-method approach (see above) Learning from other organizations through documentary review

These methods were selected because:

- They were appropriate for the analysis of a corporate strategic or policy instrument and suitable for conducting enquiry at corporate/institutional level
- On the basis of data reviewed during the Inception Phase, they appeared both feasible and sensible (and prove their merits during evaluation implementation)
- Combined, they formed a relatively effective means of triangulation
- Given the possibility of paucity on results, reliability on secondary data alone was considered to potentially increase unreliability – field study was considered essential to ensure a degree of validity

Structured tools

19. Individual structured tools were prepared for each evidence pillar (see Annex 6): these comprised a Fieldwork analysis tool, and tools for integrated/targeted area and Country Programme analysis respectively. Their completion supported later systematic analysis against the evaluation matrix. They also supported the transparency and traceability of evidence, to ensure that findings and conclusions of the overall report were systematically generated. For the evidence pillar of corporate analysis, the UN-SWAP Framework and Technical Guidance, version 2.0 (November 2018) was applied.¹⁰

Analysis methods

20. Once the composite body of evidence was place, a core template for analysis – geared to the Evaluation Matrix- was applied. Analysis took place against this in the following ways:

- Across the analytical fields, drawn from the Evaluation Matrix, common trends, contradictions and difference were sought out and explored.
- The different pathways of contribution at different levels of results was sought, though in the event few such pathways could be identified (see main report)
- Explanatory factors related to the internal environment, Policy design and implementation and external environment were extracted and discussed.
- Data gaps and contradictions – such as those between UNICEF’s internal corporate reporting mechanisms for GAP progress and evaluation analysis – were transparently reported.

Validity and reliability

21. The evaluation design sought to minimise threats to validity in three ways:

- Firstly, and primarily, through the use of a systematic approach, to which the Evaluation Matrix (above) was key. Plotting sources of evidence onto a core tool and applying all data collection tools and instruments to this helped ensure systematic and rigorous data collection. In fieldwork, for example, data was plotted against the standard fieldwork tool, which emphasised triangulation, verification, and explanations (‘how’ and ‘why’ questions);
- Secondly, an emphasis on triangulation and the use of multiple sources of data- this prove particularly important given the paucity of results data, for which Annual GAP implementation reports were the major source;
- Thirdly (and also linked to credibility) the adoption of a consultative approach, with findings validated on an ongoing basis with key stakeholders (below).

22. Methods for ensuring validity and reliability at analysis stage included:

- *Triangulation* – to confirm and corroborate results reached by different methods – e.g., confirming that the articulation of gender mainstreaming structures present in UNICEF GAP reporting was reflected in organizational practice

¹⁰ Available at <www.unwomen.org/-/media/headquarters/attachments/sections/how%20we%20work/unsystemcoordination/un-swap/un-swap-2-framework-and-technical-guidance-en.pdf?la=en&vs=1406>.

- *Complementarity* – to explain and understand findings obtained by one method by applying a second. – e.g., explaining and understanding sectoral programming at HQ level with fieldwork
- *Interrogation* – where diverging results emerge from the application of different methods, these were interrogated to either reconcile, or explain, the apparent differences.

Ethical standards

23. The evaluation team were committed to the application of human rights and gender equality-sensitive processes during the Evaluation. All team members have a background in human rights and or social inclusion as well as gender equality.

24. The study was conducted in accordance with UNEG’s Ethical Guidelines and Code of Conduct as well as with UNEG’s Guidance on Human Rights and Gender Equality in Evaluation. This took place through the following mechanisms:

- Respecting gender and human rights principles throughout the evaluation process, including: the protection of confidentiality; the protection of rights; the protection of dignity and welfare of people; and ensuring informed consent. Data validation took place at relevant levels with participant consent.
- Maximizing the degree of participation of stakeholders in the Evaluation itself wherever feasible and a commitment to using participatory approaches in field studies in particular.
- Ensuring that the Evaluation matrix integrated CEDAW and human rights commitments.
- Disaggregating data by gender and social group where feasible.
- Ensuring that outputs used human-rights and gender-sensitive language.

ANNEX 3: GLOSSARY

1. Gender

A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is useful in analysing how commonly shared practices legitimize discrepancies between sexes.¹¹

2. Gender-based violence

An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution,

domestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honour killings and widow inheritance.

3. Gender blindness

The failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender blind do not take into account these different roles and diverse needs, maintain status quo, and will not help transform the unequal structure of gender relations.

4. Gender equality

The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development.

¹¹ All definitions from Gender Equality, Glossary of Terms and Concepts, UNICEF Regional Office for South Asia, November 2017, <www.unicef.org/rosa/sites/unicef.org/rosa/files/2018-06/Glossary%20of%20Gender%20Terms%20and%20Concepts%20UNICEF%20ROSA%20Nov%202017.pdf>, (original source: Gender Equality, UN Coherence and You, Glossary A-Z <www.unicef.org/gender/training/content/resources/Glossary.pdf>), unless otherwise stated. Additional source includes UNICEF Agora M&E course, as per June 2019

Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups and that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes and prejudices about gender roles. Gender equality is a matter of human rights and is considered a precondition for, and indicator of, sustainable people-centred development.

5. Gender equity

The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender

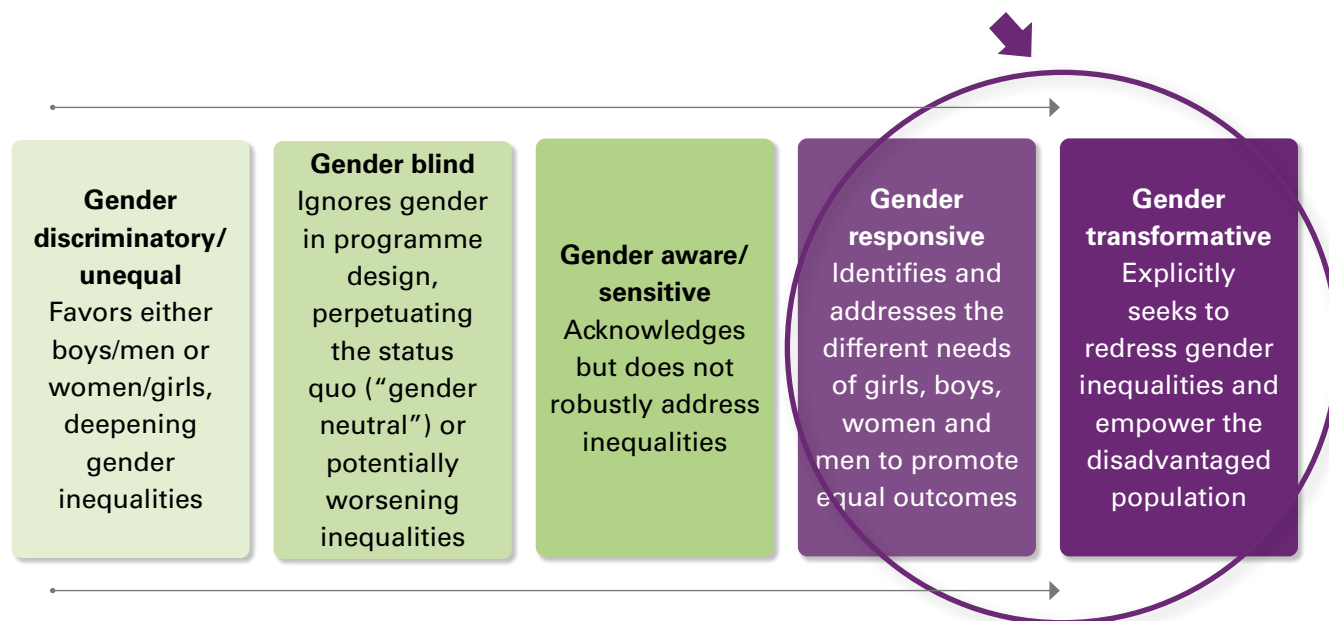
roles or norms or differences between the sexes. Equity ensures that women and men and girls and boys have an equal chance, not only at the starting point, but also when reaching the finishing line. It is about the fair and just treatment of both sexes that takes into account the different needs of the men and women, cultural barriers and (past) discrimination of the specific group.

6. Gender mainstreaming/ integrating

A strategy to accelerate progress on women's and girls' rights and equality in relation to men and boys. This is the chosen approach of the United Nations system and international community toward implementation of women's and girls' rights, as a sub-set of human rights to which the United Nations dedicates itself. Gender equality is the goal. Gender mainstreaming is the process of assessing the implications for girls and boys and men and women of any planned action, including legislation, policies and programmes. It is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equality, and inequality is not perpetuated.

7. Gender continuum

Figure 6: Gender continuum



Source: UNICEF, Gender Programmatic Review Toolkit, April 2018.

8. Gender norms

Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how men and women should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

9. Transformative approaches

Transforms gender stereotypes and gender norms and relations for gender equality and an enabling environment.

ANNEX 4: EVALUATION MATRIX

Key Issue 1: Were the GAPs appropriately constructed to reflect UNICEF's global leadership role for gender equality, in line with its mission?				
Questions	Indicators	Methods	Data sources	To be determined through
1. <i>i) Were the GAPs adequately positioned and constructed to respond to UNICEF's mandate centred on children and women?</i>	<p>Reflection of UNICEF's mission statement in GAP design and narrative</p> <p>Reflection of gender-related ambitions of UNICEF's Strategic Plans over the period within the GAPs</p> <p>Reflection of transformative approaches in the GAPs</p> <p>Clear rationale for/logical approach to the 'twin track' approach presented.</p>	<p>Technical analysis of GAP documents</p> <p>Documentary review of UNICEF mission statement and Strategic Plans; the 2008 evaluation</p> <p>Semi-structured interviews</p>	<p>The GAPs and associated documentation</p> <p>UNICEF Strategic Plans 2014–2017 and 2018–2021</p> <p>UNICEF mission statement</p> <p>2008 Gender Policy evaluation</p> <p>Interview data</p>	<p>Considering the technical construction of the GAPs including the 'twin-track' approach to programming in relation to UNICEF's mandate/ the external environment</p> <p>Mapping the GAPs against UNICEF's mission statement and intent of relevant Strategic Plans</p>
1. <i>ii) Do the GAPs align to international gender framing documents such as the UN-SWAP, CRC, CEDAW, SDGs, etc.?</i>	<p>Reflection of CEB policy statements / directions in the GAPs</p> <p>Policy contains explicit reflection of standards of the CRC, CEDAW, the SDGs and the UN-SWAP</p>	<p>Technical analysis of GAP documents</p> <p>Documentary review of CRC, CEDAW, the SDGs and the UN-SWAP</p> <p>Semi-structured interviews</p>	<p>The GAPs and associated documentation</p> <p>UN-SWAP (including evolution over time)</p> <p>Interview data</p>	<p>Mapping of GAP commitments with key framing document intentions, targets and commitments</p>

Key Issue 1 (cont'd)

Questions	Indicators	Methods	Data sources	To be determined through
1. <i>iii) Do the approaches and assumptions of the GAPs address the gender equality challenges and opportunities at country and systemic levels?</i>	<p>Recognition of key global gender challenges in the design of both GAPs</p> <p>Evidence of broad consultation around GAP development, including with UNICEF country offices</p> <p>Recognition of key country- and regional-level gender challenges in the design of both GAPs</p>	<p>Technical analysis of GAP documents</p> <p>Documentary review of broader literature on global gender challenges</p> <p>Documentary analysis of regional/ country programme documents from sample countries</p> <p>Semi-structured interviews at HQ, regional and country office levels</p>	<p>External literature on gender challenges and issues 2014-current</p> <p>Documents related to development of both GAPs</p> <p>Regional/country programme documents from sample countries</p> <p>Interview data from HQ, regional and country levels</p>	<p>Mapping of both GAPs against key global gender challenges identified</p> <p>Mapping of both GAPs against country- and regional-level gender challenges identified</p>

Key Issue 2: Did the GAPs adequately serve to set UNICEF's strategic vision and strategic direction for transformative change on gender?

2. <i>i) Did the GAPs adequately promote a gender transformative agenda?</i>	<p>Clear definition/statement of 'transformative approaches' in the GAPs</p> <p>Reflection of transformative approaches in the GAPs and/or their evolution over time</p>	<p>Technical analysis of GAP documents and associated documentation</p> <p>Review of external definitions and examples of 'transformative approaches'</p> <p>Semi-structured interviews</p>	<p>The GAPs and associated documentation</p> <p>External definitions and documentation of 'transformative approaches'</p> <p>GAP training programme and materials</p> <p>Gender Programme Review materials</p> <p>Interview data</p>	<p>Mapping the presence/ definition of transformative approaches and/or their evolution within the GAPs in relation to external definitions of 'transformative approaches'</p>
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Key Issue 2 (cont'd)

Questions	Indicators	Methods	Data sources	To be determined through
2. <i>ii) Were the GAPs sufficiently promoted internally and externally by senior management and leadership?</i>	Evidence of GAP launches attended/promoted by senior management Evidence of senior management ongoing promotion of the GAPs in internal and external communications	Analysis of senior management statements, minutes, plans, directives etc. Technical analysis of GAP documents Semi-structured interviews	Senior statements, minutes, directives etc Interview data	Analysing the extent to which senior management external and internal communications adequately reflect the GAP/ attention to gender
2. <i>iii) Did the GAPs enable UNICEF to create a cohesive strategic vision on gender across the organization?</i>	GAPs contain a clear vision statement / strategic focus for 'gender in UNICEF' Vision and strategic focus for gender in UNICEF reflected in senior management directives and communication Staff at different levels voice common vision and understanding of UNICEF's vision and strategic focus for gender Sample integrated area, thematic and country programme documents reflect gender as an issue for UNICEF programming	Analysis of the GAPs and associated documentation Analysis of management directive and internal/ external communications Systematic analysis of integrated, thematic area and sample country programmes Semi-structured interviews at HQ, regional and field levels	GAPs and associated documentation Management directives/ internal and external communications Integrated and thematic area documentation Country programme documentation – CPD, CPMP, AR, Gender Review (if completed), UN SWAP scorecard (if available) Interview data from HQ, regional and country levels	Mapping the presence of a clearly articulated vision of 'what gender means for UNICEF' in the GAP; among staff; and in documentation

Key Issue 3: How well did UNICEF establish the enabling environment to deliver on the GAPs at corporate, regional and country levels?

Questions	Indicators	Methods	Data sources	To be determined through
<p>3. i) To what extent were the following organizational capacities, systems and accountabilities set in place to support GAP implementation?</p> <p>Organizational structures and accountabilities including gender architecture</p> <p>Organizational systems and accountabilities including those identified by the UN-SWAP</p> <p>Financial resources to gender (adequacy)</p> <p>Innovation systems</p>	<p>UNICEF's institutional arrangements and capacity for gender are commensurate with GAP implementation (UN-SWAP D11: Gender Architecture)</p> <ul style="list-style-type: none"> • Staffing allocations to gender commensurate with GAP requirements • Institutional positioning of Gender section and Regional Gender Advisers • Staff trainings <p>Presence of gender concerns in key relevant areas of UN-SWAP 2.0:</p> <p>A. RBM</p> <ul style="list-style-type: none"> • 1. Strategic planning • 2. Gender reporting <p>B. Oversight</p> <ul style="list-style-type: none"> • 4. Evaluation • 5. Audit <p>C. Accountability</p> <ul style="list-style-type: none"> • 6. Policy • 7. Leadership • 8. Gender responsive performance management <p>D. Human and Financial Resources</p> <ul style="list-style-type: none"> • 9. Financial resource tracking • 12. Equal representation of women <p>E. Capacities</p> <ul style="list-style-type: none"> • 14. Capacity assessment • 15. Capacity development <p>F. Knowledge, Communication and Coherence</p> <p>16. Knowledge and communication (UNSWAP D10: Financial Resource Allocation)</p> <p>Volume of gender-related financial allocations as recorded by financial tracking systems</p> <p>Financial allocations to gender meet requirements of GAPs</p> <p>Scale of specific initiatives on gender, relative to UNICEF main programmatic expenditure</p> <p>Extent to which gender reflected in UNICEF's innovations work</p>	<p>Analysis of staffing allocations to Gender Section and in regional / country offices</p> <p>Analysis of gender architecture in UNICEF</p> <p>Analysis of Gender Unit and other trainings conducted</p> <p>Analysis of key business processes (as per UN SWAP)</p> <p>Corporate analysis of gender presence in key UNICEF functions</p> <p>Analysis of staffing parity data and performance management systems for staff</p> <p>Analysis of Gender Marker system and financial tracking systems for gender</p> <p>Analysis of financial allocations to gender 2015-current</p> <p>Volume of resources allocated to Gender Section/dedicated gender initiatives 2015-current</p> <p>Analysis of innovation programming and partnerships</p>	<p>GAPs and associated documentation</p> <p>Gender Section workplans and Terms of Reference</p> <p>UNICEF Organogram</p> <p>Semi-structured interviews at HQ, regional and country levels</p> <p>Gender Section training programme and materials</p> <p>Gender Section staffing documentation</p> <p>GAP Annual Reports 2014–2019</p> <p>UN-SWAP reports 2015–current</p> <p>Corporate documentation in key functions</p> <p>Reports on gender in evaluations</p> <p>Staffing data (parity)</p> <p>Performance management systems</p> <p>Knowledge management systems</p> <p>Gender Marker systems and reports</p> <p>Gender training programme</p> <p>Financial tracking data for gender</p> <p>Semi-structured interviews at HQ, regional and country level</p> <p>Financial allocations to gender under a) general programmatic expenditure b) UNICEF Gender Section and c) dedicated gender initiatives</p> <p>Innovation documentation, including partnerships</p> <p>Semi-structured interviews at HQ level</p>	<p>Analysis of corporate structures and systems, as well as financial data, relative to the demands and ambitions of the GAPs</p>

Key Issue 3: (cont'd)

Questions	Indicators	Methods	Data sources	To be determined through
3. ii) To what extent did the introduction/development of these capacities, systems and accountabilities support or hinder GAP implementation?	Demonstrable links between changed/improved capacities/systems and results achieved Identification of gaps / challenges in capacities and systems which have hindered GAP implementation.	Analysis of data above Semi-structured interviews at HQ, regional and country levels	Annual results reporting on the GAP Country programme Annual Reports Corporate systems documentation Interview data	Analysing the 'contribution linkages' between capacities, systems and results achieved.

Key Issue 4: How well did UNICEF implement the GAPs?

4. i) What opportunities were seized and maximized?	Evidence that available opportunities to implement the GAP across UNICEF systems and programming were seized and maximised Evidence of any opportunities missed Evidence of interlinkages across sections/programming areas concerning gender	Corporate analysis of gender presence in /across key UNICEF functions, above Semi-structured interviews at HQ, regional and country level	Data sources under 'organizational systems' above Interview data	Analysis of corporate systems review, above, to interpret where opportunities were appropriately seized and where missed
4. ii) How were any barriers and bottlenecks managed and/or mitigated?	Evidence of barriers to implementation and reasons arising for these Evidence of bottlenecks in implementation and reasons arising for these	Corporate analysis of gender presence in key UNICEF functions as per 3.i) above Semi-structured interviews at HQ, regional and country levels	Data sources under 'organizational systems' as per 3.i) above. Interview data	Analysis of corporate systems review, above, to interpret where barriers and bottlenecks arose

Key Issue 5: How well did UNICEF utilise and leverage partnerships to deliver results on gender equality; and how well is it set up to work in partnership in the future?

Questions	Indicators	Methods	Data sources	To be determined through
<p>5. i) To what extent has UNICEF initiated/expanded partnerships and collaborations to support GAP implementation at corporate, regional and country levels?</p>	<p>Extent to which UNICEF engages in policy-level dialogue on gender with partner UN institutions at HQ, regional and country levels</p> <p>Extent to which UNICEF conducts co-ordinated or joint implementation of gender programming with UN agencies at HQ, regional and country levels</p> <p>Extent to which UNICEF co-ordinates with key donors on gender issues at HQ, regional and country levels</p> <p>Extent to which UNICEF co-ordinates with key civil society partners on gender issues at HQ, regional and country level</p> <p>Extent to which UNICEF co-ordinates with key host governments on gender issues at HQ, regional and country level</p>	<p>Analysis of key UN, donor, civil society and host government partnership documentation</p> <p>Semi-structured interviews with key UN, donor, civil society and host governments at HQ and field levels</p> <p>Analysis of sample regional, country programme, integrated and thematic area documentation</p>	<p>UN, donor, civil society and host government partnership documentation (e.g., MoUs)</p> <p>Interview data</p> <p>Regional/country programme documents from sample countries</p> <p>Thematic and integrated area documentation</p>	<p>Analysis of partnerships (UN, donor, civil society and host governments) in relation to the GAP</p>
<p>5. ii) To what extent have these partnerships supported delivery of the GAPs/ gender mainstreaming?</p>	<p>Partnership documentation/ agreements specifically reference GAP implementation</p> <p>Demonstrable links from partnerships through to GAP implementation</p>	<p>Analysis of key UN, donor, civil society and host government partnership documentation</p> <p>Semi-structured interviews with key UN, donor, civil society and host governments at HQ, regional and country levels</p> <p>Analysis of sample regional, country programme, integrated and thematic area documentation</p>	<p>UN, donor, civil society and host government partnership documentation (e.g., MoUs)</p> <p>Interview data</p> <p>Regional/country programme documents from sample countries</p> <p>Thematic and integrated area documentation</p>	<p>Analysis of links from partnerships through to GAP implementation</p>

Key Issue 6: To what extent did the GAPs influence the programmatic mainstreaming of gender equality to improve results for children and women?

Questions	Indicators	Methods	Data sources	To be determined through
6. i) To what extent does UNICEF programming (development and humanitarian) over the period of the GAPs show increased attention to gender in planning, implementation and reporting?	Evidence of changing/increased attention to gender in UNICEF regional and country programming (development and humanitarian) since 2014 Evidence of changing/increased attention to gender in UNICEF sectoral and thematic programming since 2014	Analysis of sample regional and country programme documentation (development and humanitarian contexts) Analysis of sample sectoral and integrated area documentation Analysis of Gender Marker data in programming documentation Semi-structured interviews with UNICEF staff and partners at HQ, regional and country levels	Interview data Regional/country programme documents from sample countries Gender Marker data Thematic and integrated area documentation Gender Programme Review data and findings	Mapping the prevalence of gender within UNICEF programming documents since 2014, and any changes over time
6. ii) To what extent is any such increase linked to the GAPs?	Explicit reference to GAPs in UNICEF regional and country programming since 2014 Explicit reference to GAPs in UNICEF sectoral and thematic programming since 2014	Analysis of sample regional and country programme documentation Analysis of sample integrated and thematic area documentation Semi-structured interviews with UNICEF staff and partners at HQ, regional and country levels	Interview data Regional/country programme documents from sample countries Thematic and integrated area documentation	Analysis of frequency of GAP referencing within UNICEF programming documents since 2014, and any changes over time

Key Issue 7: (How) did the GAPs enable UNICEF to deliver on gender equality and women's empowerment development results?

Questions	Indicators	Methods	Data sources	To be determined through
7. i) Have gender results over the period of GAP implementation increased?	Evidence of achievement of gender results 2014-current Evidence of increased gender results in the period 2014-current	Analysis of gender results from the 2008 Gender Policy Evaluation Analysis of corporate gender results 2014-current Analysis of sample regional and country programme documentation Analysis of sample integrated and thematic area documentation Analysis of Gender Marker data in documentation Semi-structured interviews with UNICEF staff and partners at HQ, regional and country levels	Interview data Corporate results data Regional/country programme Annual Reports from sample countries Thematic area and integrated area Annual Reports Gender Marker data	Analysis of gender results 2014-current (compared to results identified in 2008)
7. ii) To what extent are any such results linked to the GAPs?	Demonstrable links from GAP implementation through to results achievement	Meta-analysis of Key Issues 3 and 4, above, and 7(i)	Analysis of Key Issues 3 and 4, above, and 7(i)	Mapping findings from corporate implementation of the GAP through to results achievement, and mapping pathways of contribution

Key Issue 7 (cont'd)

Questions	Indicators	Methods	Data sources	To be determined through
<p>7. iii) Did the twin-track approach of the GAP contribute to improved results for gender equality?</p>	<p>Evidence that the twin-track approach supported the delivery of results in both targeted and mainstreamed areas</p> <p>Evidence of interlinkages across targeted and mainstreamed priorities</p>	<p>Analysis of the GAP and associated documentation</p> <p>Analysis of Gender Marker documentation</p> <p>Analysis of corporate gender results 2014-current</p> <p>Semi-structured interviews with UNICEF staff and partners at HQ, regional and country level</p>	<p>Interview data</p> <p>Corporate results data</p> <p>Gender Marker documentation</p>	<p>Analysis of the GAP's twin-track approach in relation to results achieved; identification of supporting or constraining elements</p>
<p>7. iv) To what extent are any such results transformational?</p>	<p>Presence of transformational results at HQ, regional and country levels</p> <p>Evidence that transformational results may be potentially replicable elsewhere</p>	<p>Analysis of corporate gender results 2014-current</p> <p>Analysis of sample regional and country programme documentation</p> <p>Analysis of sample integrated and thematic area documentation</p> <p>Semi-structured interviews with UNICEF staff and partners at HQ, regional and country levels</p>	<p>Interview data</p> <p>Corporate results data</p> <p>Regional/country programme Annual Reports from sample countries</p> <p>Thematic and integrated area Annual Reports</p>	<p>Mapping of extent and prevalence of transformational results in relation to bulk of results achieved.</p>

ANNEX 5:

SAMPLING RATIONALES AND CONTENT

1. With time resources available for five field studies, a fully '*representative*' sample of field studies for studying UNICEF's work on gender could not be developed. It was therefore agreed that a purposeful selection would be made. The primary rationales for the sampling process were *a) learning* and *b) diversity*.
2. In essence, field and desk sample countries needed to:
 - Be located in UNICEF country programmes where some gender-related programming (either specific or within mainstream operations) is underway, in order that maximum data can be gathered on how gender is being tackled within UNICEF programming (recognising that broader coverage of whether and where UNICEF is addressing gender in country programming will come from desk review of country programmes);
 - Cover as broad a range of country contexts, UNICEF programming and operations as feasible;
 - Be broadly reflective of the kinds of contexts in which UNICEF operates, in order to maximise the relevance of findings across the organization.
3. To achieve this, the sample was stratified by a range of contextual criteria. These include:
 - i. Geographical diversity – to ensure as broad a spread of regional diversity as possible whilst mindful of UNICEF's global portfolio distribution and to include one study location from 5/7 Regional Offices
 - ii. Type of gender activity – to ensure a spread of gender-focused approaches linked to the GAP and gender mainstreaming within programming
 - iii. Degree of inequality / inequity (inequality-ranked HDI) and Gender Inequality Index status)
 - iv. Income status – middle, low
 - v. Conduciveness of context – strong gender architecture and leadership, policy frameworks in place, gender within reporting frameworks, etc.
 - vi. Presence of fragility/conflict
4. Accordingly, the following countries were selected for field study. Reserve countries were also selected in the event that one of the sampled countries was unable to receive a field mission; in the event, this did not transpire.

5. Sampling for desk review of country programme documentation and interview applied the same structured parameters. The resulting sample was as follows:

Country	RO	GII 2017 (rank)	Inequality-adjusted HDI	HDI rank 2017	Contextual features	Size of UNICEF programme	Programming features
Colombia	LACRO	87	0.571	High (90)	Conflict Refugee flows (Venezuela) Humanitarian-development nexus	\$3,867,500 RR; \$56,000,000 OR 2015-2019	2015 Gender Programme Review and 2016 Gender Strategy Child Marriage programme Areas of gender work on MHM, GBViE, ECD, Child Marriage and FGM/C
Sudan	ESARO	139	0.328	Low (167)	Conflict setting, which is mostly humanitarian-oriented Complex governance environment	\$47,125,000 RR; \$193,925,000 OR 2018-2021	Gender Programme Review conducted 2016 Areas of gender work on GBViE, FGM/C.
Ghana	WCARO	131	0.42	Medium (140)	Rapidly developing; stable governance environment. High levels of economic growth predicted for 2019.	\$45,280,000 RR; \$132,500,000 2018-2022	Gender assessment conducted 2016 Programming on adolescents with strong gender angle
Bangladesh	ROSA	134	0.462	Medium (136)	Economic growth has meant graduation to 'developing country' status in 2018. Strong national focus on economic inclusion.	\$90,000,000 RR; \$250,000,000 2017-2020	Life cycle approach; also ending child marriage and focus on adolescence; gender in education
Kyrgyzstan	ECARO	122	0.672	Medium (122)	Stable governance environment; significant poverty levels; high levels of social exclusion	\$6,730,000 RR; \$25,000,000 2018-2022	Focus on child protection and inclusion aiming to reach the most disadvantaged children; gender equality in education.

Region/ country	Features	Size of UNICEF programme	UNICEF programming	GII 2017	HDI 2017	Inequality- adjusted HDI 2017	HDI rank 2017	Income
East Asia and the Pacific (EAPRO)								
Mongolia	Transition from centrally planned to a market economy; from a low-income to a lower-middle-income country.	\$4,820,000 RR; \$22,000,000 OR 2019-2023	Quality maternal and newborn care 1 of 8 priority countries; Engaging adolescent voices on digital health and sexuality education; Cambodia, Mongolia, and Myanmar – in-depth gender programmatic analysis in key sectors to strengthen gender integration and results	0.301	0.741	0.639	92	LMIC
Myanmar	Intensifying crisis with over a million Rohingya refugees crossing the border to Bangladesh;	\$76,705,000 RR; \$130,803,000 OR 2018 to 2022	Emergency response; improved maternal and newborn care package; OOSC; HAC individual crisis appeal; in-depth gender programmatic analysis in key sectors to strengthen gender integration and results (with Cambodia and Mongolia)	0.456	0.581	0.393	148	LMIC
Philippines	Stable governance environment; vulnerability to natural disasters; conflict areas	\$17,380,000 RR; \$94,800,000 OR 2019 to 2023	Emergency response; OOSC; VACS; VAW and VAC study with in-country deep dives in Cambodia, PNG, the Philippines, and Viet Nam in early 2018	0.427	0.699	0.574	113	LMIC

East Asia and the Pacific (EAPRO) (cont'd)

Cambodia	From 2000s UN focus on post-conflict reconstruction, national capacity building and strengthening democracy.	\$25,205,000 RR, \$96,451,000 OR 2019 to 2023	Quality maternal and newborn care 1 of 8 priority countries; OOSC; VAC Survey; in-depth gender programmatic analysis in key sectors to strengthen gender integration and results (with Mongolia and Myanmar); drafts of National and Sub-National Action Plans to End Child Marriage; VAW and VAC study with in-country deep dives in Cambodia, PNG, the Philippines, and Viet Nam in early 2018	0.473	0.582	0.469	146	LMIC
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Europe and Central Asia (ECARO)

Georgia	Global top ten with the highest gender biased sex ratio at birth; high teenage pregnancy rate	\$4,250,000 RR ; \$23,458,000 OR 2016 to 2020	Analysed the provision of social protection; 2017 GPR; child marriage prevention and response through child protection, health, C4D and adolescent interventions	0.35	0.78	0.682	70	LMIC
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Europe and Central Asia (ECARO) (cont'd)

Serbia	Legislative and public sector reforms, working towards meeting international standards in the fields of education, social protection, health, justice and anti-discrimination. Inequalities persist between rural and urban areas, and among regions and ethnic groups.	\$4,270,000 RR; \$17,181,000 OR 2016 to 2020	Particular attention to parents' access to knowledge and services fostering the early development of their children. This is particularly important for children facing multiple deprivations, Roma children and children with developmental difficulties. Securing higher enrolment of Roma girls in secondary school a priority to improve equity in education. Increased access to justice for children as well as the strengthening of monitoring mechanisms by independent bodies and civil society. Gender disparities will be addressed through mainstreaming interventions in all programme components.	0.181	0.787	0.667	67	UMIC
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Europe and Central Asia (ECARO) (cont'd)

Turkey	Host country to nearly 3.7 million Syrian refugees (including 1.6 million children); far fewer girls transition into secondary education.	\$4,785,000 RR; \$50,000,000 OR 2016 to 2020 ¹²	Child marriage prevention and response through an integrated approach that includes: strengthening of child protection capacities and systems; improving access to quality secondary education for girls; and C4D for transforming gender norms and promoting adolescent empowerment, with additional targeted interventions for refugee children	0.317	0.791	0.669	64	UMIC
Ukraine	In eastern Ukraine, the fifth year of continued conflict has affected 300,000 children; GBViE	\$5,210,000 RR; \$36,270,000 in OR 2018 to 2022	Transition towards cross-sectoral approach in new CPD; humanitarian assistance; HAC individual crisis appeal; 2017 GPR; evidence on the intersections between VAW/G and VAC; peer-to-peer training on gender-responsive adolescent health	0.285	0.751	0.701	88	LMIC
Latin America and the Caribbean (LACRO)								
Argentina	Upper middle income; recession coming to an end	\$4,495,000 RR; \$50,505,000 OR 2016 to 2020	Spotlight programme (GBV, adolescent pregnancy results/ GRAH country, high private sector engagement	0.358	0.825	0.707	47	HIC

¹² Later raised to \$160,000,000.

Latin America and the Caribbean (LACRO) (cont'd)								
Dominican Republic	Vulnerability to hurricanes; legal reforms around age of marriage and their related legal exceptions.	\$4,625,000 RR; \$10,850,000 OR 2018 to 2022	Child Marriage programme with results within C4D and child marriage/early unions, strong gender management; emergency response; initial LAC Joint Programme on child marriage - El Salvador, Guatemala, Dominican Republic, Mexico and Colombia; the development of a 'gender and CPMP guide'	0.451	0.736	0.581	94	UMIC
Haiti	among ten most unequal countries (World Bank); child migration.	\$23,625,000 RR; \$125,000,000 OR 2017 to 2021	2017 GPR, Gender task force, only low income country in LAC, humanitarian/development nexus), gender work in VAC.	0.601	0.498	0.304	168	LIC
Honduras	among ten most unequal countries (World Bank); high levels of violence; legal reforms around age of marriage and their related legal exceptions	\$5,500,000 RR; \$20,000,000 OR 2017 to 2021	Spotlight programme (GBV), 2015 GPR, 2017 Gender Strategy Note, migration affected country, gender work on MHM and Education; joint project to address violence against children in El Salvador, Honduras and Guatemala	No data - was 0.461 2016	0.617	0.459	133	LMIC
Middle East and North Africa Regional Office (MENARO)								
Egypt	High levels of violence against children; FGM/C prevalence among 15-19-year-old girls is 88%, one of the highest globally	\$14,205,000 RR; \$80,000,000 OR 2018 to 2022	Community based approach to address gap areas; multi-sector national plan and strategy to address violence against children	0.449	0.696	0.493	115	LMIC

Middle East and North Africa Regional Office (MENARO) (cont'd)								
Lebanon	Humanitarian crisis with Syrian refugees; high levels of violence against children.	\$3,744,000 RR; \$123,268,968 OR 2017 to 2020	Education and STEM; regional AWD/Cholera response coordination mechanism	0.381	0.757	No data	80	UMIC
Morocco	High levels of violence against children; high migration levels.	\$8,500,000 RR; \$24,800,000 OR 2017 to 2021	Multi-sector national plan and strategy to address violence against children	0.482	0.667	No data	123	
Yemen	Level 3 humanitarian emergency due to conflict; one third of all women aged 20-24 were married or engaged at the age of 18	\$70,512,000 (for 2012-2015) CPD extended 2012-2019	Global programme to end child marriage; Global programme to end FGM; HAC individual crisis appeal; regional AWD/Cholera response coordination mechanism	0.835	0.452	0.308	178	
South Asia Regional Office (ROSA)								
Afghanistan	Protracted armed conflict and insecurity; major gender challenges. Malnutrition is a major challenge.	\$665,500,000 (for 2015-2019) CPD extended 2015-2021	HAC individual crisis appeal; limited information on gender programming	0.653	0.498	0.35	168	LIC
Pakistan	Ongoing conflict and insecurity; natural disasters	\$156,270,000 RR; \$443,730,000 OR 2018 to 2022	HAC individual crisis appeal; integrated approach to gender	0.541	0.562	0.387	150	LMIC
Bhutan	Young population; policy emphasis on well-being.	\$4,720,000 RR; \$22,730,000 OR 2019 to 2023	Very small resource base with limited scope for direct gender programming	0.476	0.612	0.446	134	LMIC
Nepal	Affected by natural disasters (earthquake, floods) and some conflict.	\$36,008,000 RR; \$114,260, OR 2018 to 2022.	Global programme to end child marriage; efforts at gender integration across programming	0.48	0.574	0.427	149	LIC
Eastern and Southern Africa Regional Office (ESARO)								
Eswatini	HIV and AIDS challenges; high levels of poverty but stable governance environment.	\$6,075,000 RR; \$13,700,000 OR 2016 to 2020	Adolescent girls and young women programming; gender across sectors	0.569	0.588	0.414	144	LMIC

Eastern and Southern Africa Regional Office (ESARO) (cont'd)								
Kenya	Refugee population hosting; rapidly developing economy but security challenges.	\$59,100,000 RR; \$209,200,000 OR 2018 to June 2022	Large programme, addressing all 5 GAP II priorities. Global programme to end FGM; HAC individual crisis appeal	0.549	0.59	0.434	142	LMIC
Somalia	Combination of conflict, drought and disease outbreaks; experiencing major population displacement due to violence and conflict	\$40,740,000 RR; \$227,011,000 OR 2018 to 2020	HAC individual crisis appeal; regional AWD/Cholera response coordination mechanism; GBViE	No data	No data	No data	No data	LIC
Zimbabwe	Complex governance environment; Transition Funds modality for channelling donor support to the health, education, child protection, and water, sanitation and hygiene (WASH) sectors.	\$31,000,000 RR; \$567,000,000 OR 2016 to 2020	Programming to support engagement of adolescent girls and young women; integration of sexual and reproductive health and HIV services; Responding to emergencies and humanitarian crises, including addressing the effects of El Niño; children on the move project; HAC individual crisis appeal	0.534	0.535	No data	156	LIC
West and Central Africa Regional Office (WCARO)								
Burkina Faso	Stable macroeconomic development over the last decade; democratic elections in 2015. UN piloting a new approach to 'sustaining peace'	\$50,560,000 RR; \$50,000,000 OR 2018 to 2020	Global programme to end child marriage; Global programme to end FGM; budgeted national action plans for ending child marriage and FGM/C. HAC individual crisis appeal; gender programming across sectors (including UNICEF lead on donor coordination on national gender policy)	0.61	0.423	0.288	183	LIC

West and Central Africa Regional Office (WCARO) (cont'd)

Democratic Republic of the Congo	Conflict-affected areas and governance challenges. Major challenges with gender-based violence.	\$664,730,000 (for 2013-2017) CPD extended 2013-2019	HAC individual crisis appeal; no information on gender programming	0.652	0.457	0.319	176	LIC
Gabon	Upper-middle-income country with abundant natural resources. Migrants and their children make up approximately one fifth of the population; high levels of urbanization.	\$4,270,000 RR; \$6,100,000 OR 2018 to 2022	No information on gender programming.	0.534	0.702	0.545	110	UMIC
Mali	Political crisis coupled with an armed conflict and the occupation of the north (two thirds of the country's territory) by armed groups	\$75,345,000 RR; \$253,065,000 OR 2015 to 2019	Global programme to end FGM; HAC individual crisis appeal; large programme with humanitarian and development components. GBV/PSEA linkages. budgeted national action plans for ending child marriage and FGM/C. gender analysis of the 2016 UNICEF-Interpeace study on youth engagement in new forms of violence in Mali and Côte d'Ivoire	0.678	0.427	0.282	182	LIC

ANNEX 6:

MEASUREMENT OF RESULTS

- 1. Measurement of results:** According to GAP Annual Results Reports, UNICEF measures results as:
 - *Programming:* number of country programmes in which UNICEF is working on an issue
 - *Policies:* Number of countries (in which UNICEF is active) in which national plans, policies, legislation etc of a particular kind has been introduced (and costed), e.g., “gender-responsive education policies”; national plan to end child marriage or FGM/C.¹³
 - *Beneficiaries:* number or proportion (disaggregated) of UNICEF-targeted population who benefitted from UNICEF activities or service provision (e.g., children in schools with access to WASH facilities that are sex-segregated)
 - *General population statistics:* monitoring a particular phenomenon, e.g., access to antenatal care; % of girls/ boys who drop out of school: prevalence of malnutrition/ anaemia.
- 2.** However, a number of challenges were encountered to results reporting in the evaluation. These included:
 - Changes in the way that the two GAPs sought to monitor their results hampered the comparability of results over the period (2014 – present) and made it difficult to chart any progress in work on gender accurately. Notably, various changes in the indicators and the methods used to measure progress made it difficult to map progress between GAP 1 and GAP 2.
 - GAP 1 indicators were often country-focused (e.g., “countries targeting anaemia among adolescent girls” (GAP 1)) but shifted to population-focused approaches under GAP 2, e.g. “Number of adolescent girls provided with services to prevent anaemia and other forms of malnutrition through UNICEF-supported programmes”. This was a logical move as tracking beneficiary numbers makes it possible to incorporate gender more effectively into the results tracking, to the extent that sex-disaggregated data are available.; tracking countries gives no sense of how many girls/ boys benefitted from the programming or whether it reached its target group. However, it did make it challenging to assess progress.

¹³ This does not include whether or the extent to which these policies are implemented, which would be harder to measure quantitatively.

- Not all the indicators on gender results for GAP 2 (for example in the Data Companion, 2019) are gender-sensitive/sex-disaggregated:
 - Some indicators remain gender-blind, e.g., “Number of additional people with access to safe drinking water services through UNICEF-supported programmes” (Goal 4 – GAP 2).
 - Others use gender-sensitive language, but do not appear to be sex-disaggregated in practice: “Number of girls and boys with Severe Acute Malnutrition who are admitted for treatment” (Goal 1 – GAP 2) or “More than 2 million girls and boys who experienced violence were reached by health, social work or justice and law enforcement services through UNICEF support, although reporting rates are still very low worldwide.”
- Some of the newer areas of GAP programming (HPV vaccination/ GAP 2) do not yet have available data to measure results. (Work is in progress to gather these data related to HPV).¹⁴
- An indicator included in the GAP Annual Results Reports was: “% of Country Programmes that include one or more gender mainstreaming results (2014) by region”. It is unclear how “gender mainstreaming result” was defined for this purpose (taken from GAP indicators? Self-defined/ reported by the CO?).
- Area-specific results indicators also presented challenges, e.g., in girls’ secondary education, GAP 1 indicators relate more to countries’ policies (e.g., presence of national plan on SRGBV, girls’ secondary education seen as national priority), compared with GAP 2 indicators which focus on outcomes for girls and adolescents (e.g., number of out of school girls and boys; improvement in learning outcomes for girls/ boys; transition rate from primary to secondary (girls/boys). Similarly, for GBViE, Under GAP 1, indicators focused on service provision, capacity building and cluster/ mechanisms to deal with GBViE, while GAP 2 indicators focus more on outcomes for children (e.g., percentage of UNICEF-targeted girls and boys recruited and used by armed forces and groups that have been released and reintegrated with their families and provided with adequate care and services).

¹⁴ Lack of data in general is also a challenge for UNICEF: “More than 2 million girls and boys who experienced violence were reached by health, social work or justice and law enforcement services through UNICEF support, although reporting rates are still very low worldwide” (ARR GAP 2019) and also indicated by statements like: “In 2018, nearly 18.6 million people gained access to a safe drinking water service (2.6 million women and girls in the 37 countries that report sex-disaggregated data),” (ARR GAP 2019).

ANNEX 7:

GENDER EQUALITY STRATEGIES AND EXAMPLES WITHIN PROGRAMMING

1. The following tables provide detail of programmatic areas where gender equality strategies had been applied, and examples of practice:

Health

Example gender strategies applied	Country examples
<p>Maternal, Newborn and Child Health</p> <ul style="list-style-type: none"> • Capacity building of health professionals for gender (including community health workers) • Gender-sensitive data collection/information management • Improving the quality of/access to maternal care, reducing obstetric violence • Promoting breastfeeding • Preventing adolescent pregnancy • C4D (reproductive health); to support change in health seeking behaviours • Pre- and postnatal maternal care – linked with neonatal care/infant health 	<p>In Mali, UNICEF focused on family planning targeting women aged 15–49 using messages on television screens in health centres and a social media campaign and TV show on national television.¹⁵</p> <p>In Haiti and Bhutan, UNICEF used C4D approaches to promote ‘conducive social norms’ for MNCH, including the involvement of men and boys.</p> <p>In Mongolia, UNICEF developed an integrated package of gender-sensitive MNCH interventions, which was tested in the previous country programme and will be replicated on a larger geographical scale</p> <p>Working with WHO and UNFPA, UNICEF Eswatini supported the Ministry of Health to conduct a national maternal and neonatal health quality of care assessment.</p> <p>In Colombia, UNICEF supported the development of the national adolescents’ pregnancy prevention strategy and the implementation of health friendly service centres for adolescents and youth.</p>
<p>HIV</p> <ul style="list-style-type: none"> • Adolescent health/HIV prevention through awareness-raising from a gender perspective • Preventing mother-to-child transmission • Training health professionals in gender/social norms concerns • Advocacy (e.g., for national legislation on gender-sensitive access to HIV treatment/ services) 	<p>In Morocco, joint UNICEF and UNFPA work created a national HIV plan for adolescents, “especially girls, so no girl is infected by 2020”</p> <p>In Argentina, Honduras and Haiti, HIV prevention was part of participatory programming on gender-sensitive adolescent health, also linking with adolescent pregnancy prevention/ reproductive health.</p> <p>In Burkina Faso, UNICEF sought to engage men through participation in HIV testing via the media (radio, theatre, videos)</p>

¹⁵ Rapport de Progrès (Septembre –Novembre 2016); Accroître la demande et l’utilisation des Services de Santé de la Reproduction (SR) et Planification Familiale (PF) aux niveaux des CSREF et CSCOM dans les 34 districts sanitaires du district de Bamako et des régions de Koulikoro, Sikasso et Ségou (SC160310), UNICEF/ World Bank Group, November 2016.

Health (cont'd)

<p>Nutrition/Anaemia</p> <ul style="list-style-type: none"> • Promoting breastfeeding (infant nutrition) • Maternal nutrition • Providing supplements for women and adolescent girls (including in emergencies) 	<p>In Afghanistan, UNICEF undertook awareness raising on the importance of nutrition for women and adolescent girls, as well as training women nutrition counsellors and providing folic acid supplementation to adolescent girls.</p> <p>In Burkina Faso, UNICEF conducted research to understand social gender norms to adjust nutrition programming.</p> <p>In Nepal, ROSA undertook a gender review of the Multisector Nutrition Plan (2018-22), with the aim of placing legislative and policy measures designed to end child marriage on the agenda given their strategic importance undermining maternal and child nutritional status</p>
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Education

Example gender strategies applied	Country examples
<p>Quality learning</p> <ul style="list-style-type: none"> • Work with national governments to shape education policy, planning and content from a gender perspective • Strengthening teacher training from a gender perspective/ training female teachers • Promoting girls' access to schooling (e.g., gender-sensitive WASH in schools/ MHM) • Gender socialisation (from 2018) 	<p>In the Dominican Republic UNICEF supported the government to build an education policy that eliminates gender stereotypes.</p> <p>UNICEF Afghanistan supported the creation of a Girls' Education Task Force within the Directorate of Girls' Education at the Ministry of Education. Other initiatives included teacher training to increase the number of female teachers, access to WASH in schools/ MHM and building national capacity to develop a child-friendly school policy.</p> <p>In Kyrgyzstan, UNICEF supported improvements in gender-responsive teaching within early childhood education, and engaged parents to promote positive gender socialization.</p>
<p>School Related Gender Based Violence</p> <ul style="list-style-type: none"> • Gender analysis of GBV • Technical support to Ministry of Education (e.g., developing guidelines/ national strategies or initiatives) • Psychosocial support for children • Creation of materials (e.g., manual for schools on GBV) • Teacher training • C4D/ awareness raising (community, politicians) 	<p>In Burkina Faso, UNICEF advocated to include topics like GBV, early pregnancy, child marriage, FGM/C into school curricula and to reinforce the capacity of educators on these topics.</p> <p>In Cambodia, UNICEF revised the existing positive discipline curriculum to include a stronger focus on addressing SRGBV from a gender perspective.</p> <p>In Nepal, UNICEF-supported community-level interventions and referral systems helped reduce Violence Against Children, SRGBV, and women experiencing violence from their husbands.</p>

Education (cont'd)	
<p>Early Childhood Development/Parenting</p> <ul style="list-style-type: none"> • Technical support to government/ local government to gender issues in ECD • Using C4D to address gender norms/gender socialisation • Parenting classes for couples/ emphasis on fathers and/ or empowering women via their role as mothers 	<p>In Argentina, UNICEF integrated a specific gender equality focus into ECD, through the 'diamond model', to advocate to change social norms and generate a new family leave legislation, with high private sector engagement.</p> <p>In Honduras, the UNICEF initiative "Growing up together" brought women together in the community to raise their self-esteem and give value to the roles they play, as well as a space for exchange of views and inter-generational dialogue. Men in the communities also participated, and work on masculinities was undertaken.</p> <p>In Serbia and Lebanon, programming supports positive parenting with an emphasis on fathers.</p> <p>In Bangladesh UNICEF is developing of a model of ECCD services for girls and boys aged 3-5 years that will address some of the intrinsic gender differentials that contribute to adverse social norms and practices in later years (e.g. gender stereotyping).</p>
<p>Child Friendly Schools</p> <ul style="list-style-type: none"> • Gender-sensitive WASH facilities • Menstrual hygiene programming 	<p>In Burkina Faso, UNICEF's EQUAME (child friendly) schools include a focus on i) MHM ii) gender equity in school clubs iii) building girls' and boys' capacity on gender-based violence in schools and iv) fighting unwanted pregnancies, puberty, life skills and other gender-related themes.</p>

Child Protection

Example gender strategies applied	Country examples
<p>Gender-Based Violence</p> <ul style="list-style-type: none"> • Improvement of services for GBV • Social norms change • Capacity building for Ministries and civil society partners from a gender perspective • Service provision/ safe spaces/ psychosocial support/ case management 	<p>UNICEF Argentina included "Prevent and reduce gender-based violence against women, girls and adolescents in all its forms with focus on sexual abuse against children" as the third of three country objectives. Activities include the development of procedures and mechanisms to restore rights of women and child victims of trafficking; Strengthening of national justice systems; Strengthening parental skills and implementing C4D campaigns.</p> <p>UNICEF Haiti facilitated cross-regional exchanges between Haiti and other regions where gender-based violence and male engagement models, such as No Means No programming, have been successfully tested.</p> <p>UNICEF Somalia worked with partners to develop a customized safety audit tool for the Somalia context, which has a high risk of GBV of women and girls (including sexual violence, intimate partner violence, forced marriage). The tool was used in 47 locations in 2018.</p> <p>In Colombia, a regional coordination process was launched in the Triple Border region of Colombia, Brazil and Peru, to strengthen the response to commercial sexual exploitation and trafficking of girls, boys and adolescents, with a gender and life-cycle focus.</p>

Child Protection (cont'd)

<p>FGM/C¹⁶</p> <ul style="list-style-type: none"> • Social norm-based approach • Community-based interventions • Cross-sectoral (with health, education sectors) • Advocacy • Evidence-generation on social and gender norms • Technical support to government for legal/ policy/ strategy 	<p>In 2018, UNICEF worked in 16 joint programming countries (with UNFPA and other partners) to support social norms change through interventions that target and empower communities to explore the benefits of FGM/C abandonment.</p> <p>In Somalia, UNICEF policy dialogue in line with the Provisional Constitution, which outlaws female genital mutilation/cutting (FGM/C) contributed to a policy developed on the issue in 2015. Community dialogues also contributed to positive behaviour change in relation to the abandonment of FGM/C, with more than 100 communities 2014–2015 declaring abandonment of the practice.</p>
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WASH

Example gender strategies applied	Country examples
<p>Women's roles in WASH</p> <ul style="list-style-type: none"> • Gender analysis of barriers to access • Gender sensitive WASH facilities • Female involvement in community management committees 	<p>In Nepal, UNICEF supported women to be trained in plumbing. Female plumbers are assigned as Village Maintenance Workers in around 30% of safe water schemes. Prior to this it was a male dominated profession.</p> <p>In 2018, Somalia WASH Cluster standards were used with a proportion of 60 per cent of shared sanitation facilities assigned to females and 40 per cent for males, with these sanitation facilities located close to the homesteads and inside-operated locks installed to enhance safety.</p> <p>In Haiti, UNICEF work on WASH in schools included a gender justice approach to involve men and women to the same extent in community health management.</p>
<p>Community Approaches to Total Sanitation</p> <ul style="list-style-type: none"> • Gender analysis of women's sanitation challenges • Involving women in initiative design 	<p>In Bhutan, single women and female headed households are included as vulnerable populations in sanitation initiatives</p> <p>In Myanmar, the Community Led Total Sanitation (CLTS) approach promulgated by UNICEF deliberately ensures women participate in identifying their community's sanitation needs and plans to address them with improved sanitation options</p> <p>In Pakistan, UNICEF built mainstreaming equity, gender and disabilities into sanitation programming, learning from the successful Pakistan Approach to Total Sanitation</p>

Social Inclusion

Example gender strategies applied	Country examples
<p>Social norms</p> <ul style="list-style-type: none"> • Addressing social norms from a gender perspective • Capacity strengthening for gender-sensitive policies • Policy and strategy development for gender • Gender-sensitive approaches to social protection 	<p>In Honduras and Morocco, UNICEF promoted the use of a gender focus in municipal level planning via gender-sensitive budgeting</p> <p>In Gabon, UNICEF supported the National Fund for Social Action to reduce gender inequalities (such as by changing the criteria for grants)</p> <p>UNICEF Mongolia contributed to capacity development of the National Committee on Gender Equality on gender mainstreaming, Convention on the Elimination of Discrimination against Women (CEDAW) State reporting, submission of a confidential UN report to CEDAW Committee and support to the Government participation at the 59th Committee on Status of Women.</p>

¹⁶ Note: In GAP 1 FGM/C came under the targeted health priority.

ANNEX 8:

UN-SWAP REPORTING

1. Putting gender equality at the heart of programming and institutional systems is in line with the minimum requirements established by the United Nations Development Group in the Performance Indicators that comprise the UN-SWAP.¹⁷ The GAP framework and institutional indicators are consistent with the UN-SWAP performance requirements.
2. UN-SWAP indicators are self-reported via the UN-SWAP web-based reporting system, which requires justification for each rating.¹⁸ The reporting process is managed internally by the Gender Unit with inputs from relevant divisions and oversight by UN Women. UNICEF reports annually against the UN-SWAP.
3. The indicators and criteria for meeting the UN-SWAP requirements were changed in 2018 with the introduction of UN-SWAP 2.0, so comparative analysis is not straightforward.¹⁹ Progress made against the UN-SWAP reporting requirements over the four years of GAP 1 are detailed below.

FIGURE 2: UN-SWAP 1.0 Progress Over GAP 1 Time Period

Performance Indicator	2014	2015	2016	2017
PI 1 – Policy and Plan	Exceeds	Exceeds	Exceeds	Exceeds
PI 2 – Gender Responsive Performance Management	Meets	Meets	Approaches	Approaches
PI 3 – Strategic Planning	Exceeds	Exceeds	Exceeds	Exceeds
PI 4 – Monitoring and Reporting	Meets	Meets	Meets	Meets
PI 5 – Evaluation	Approaches	Approaches	Approaches	Approaches
PI 6 – Gender Responsive Auditing	Meets	Meets	Meets	Meets
PI 7 – Programme Review	Approaches	Meets	Meets	Meets
PI 8 – Resource Tracking	Meets	Meets	Meets	Meets
PI 9 – Resource Allocation	Approaches	Approaches	Approaches	Approaches
PI 10 – Gender Architecture and Parity	Approaches	Approaches	Approaches	Meets
PI 11 – Organizational Culture	Approaches	Meets	Meets	Meets
PI 12 – Capacity Assessment	Approaches	Approaches	Exceeds	Exceeds
PI 13 – Capacity Development	Approaches	Approaches	Approaches	Approaches
PI 14 – Knowledge Generation and Communication	Meets	Exceeds	Exceeds	Exceeds
PI 15 – Coherence	Meets	Meets	Meets	Meets
Total Meets or Exceeds - Number	8/15	10/15	10/15	11/15
Percent	53%	67%	67%	73%

Source: UN-SWAP Reporting 2014–2017.

¹⁷ The indicators are clustered within six rubrics: results-based management, oversight, accountability, human and financial resources, capacity, and knowledge, communication and coherence. UN-SWAP 2.0 Framework and Technical Guidance 2018.

¹⁸ UN-SWAP 2.0 Framework and Technical Guidance 2018.

¹⁹ UN-SWAP 1.0 had 15 performance indicators, while UN-SWAP 2.0 has 17 performance indicators. Criteria for performance indicators also changed between SWAP 1.0 and SWAP 2.0; comparability is therefore restricted.

4. UNICEF has set a KPI in their GAP 2 reporting framework that specifically targets meeting or exceeding 87 percent of UN-SWAP indicators by 2021. According to its own reporting, UNICEF has met or exceeded targets for 76 percent of UN-SWAP performance indicators in 2018 (13 out of 17 indicators), which serves as its baseline under GAP 2.²⁰

5. While UNICEF’s commitment to UN-SWAP reporting and wider processes is commendable, a review of UN-SWAP reports undertaken for this evaluation identified reporting issues for several indicators that suggest more stringent analysis may be warranted in some cases. For example:

- UNICEF scored itself as ‘approaching requirements’ for capacity assessment under UN-SWAP requirements in 2014 and 2015, and as ‘exceeding requirements’ from 2016 onwards on the basis of having conducted an organizational assessment of gender-dedicated staff capacities.²¹ However, to meet this performance indicator, UN entities are required to carry out a capacity assessment of all relevant staff and use the findings to establish a capacity development plan, with resources and timelines outlined, to meet capacity gaps at all levels at least every five years (three years to exceed requirements).²² UNICEF’s skills matrix developed does not meet the requirements of capacity development plan with resources and timelines as specified in the UN-SWAP Guidance.

FIGURE 3: UN-SWAP 2.0: GAP 2 (2018)

Performance Indicator	2018
PI 1 – Strategic Planning	Exceeds
PI 2 – Reporting on Gender-Related Performance Results	Exceeds
PI 3 – Gender-Related SDG Results not in Strategic Plan	Exceeds
PI 4 – Evaluation	Approaches
PI 5 – Audit	Meets
PI 6 – Policy	Exceeds
PI 7 – Leadership	Meets
PI 8 – Gender Responsive Performance Management	Approaches
PI 9 – Resource Tracking	Meets
PI 10 – Resource Allocation	Meets
PI 11 – Gender Architecture	Meets
PI 12 – Equal Representation of Women	Approaches
PI 13 – Organizational Culture	Meets
PI 14 – Capacity Assessment	Exceeds
PI 15 – Capacity Development	Approaches
PI 16 – Knowledge and Communication	Exceeds
PI-17 – Coherence	Meets
Total Meets or Exceeds - Number	13/17
Percent	76%

²⁰ GAP Data Companion and Scorecard 2019; GAP 2018–2021.

²¹ Mehra, Rekha. GenderPro Credentialing and Capacity Building Initiative. PPT. April 2017).

²² UN-SWAP 2.0 Technical Guidance 2018:85

- UNICEF scored itself as ‘exceeds’ UN-SWAP requirements for strategic planning consistently 2014–2018. The 2018 scoring is on the basis of the SWAP 2.0 criteria: 1) Main strategic planning document includes at least one high level transformative result on gender equality and the empowerment of women; and 2) Entity has achieved or is on track to achieve the high level transformative result on gender equality and the empowerment of women.²³ Scoring criteria changed between SWAP 1.0 and 2.0 for the strategic planning indicator, bringing in a new focus on transformative results in SWAP 2.0 in order to exceed requirements. UNICEF reporting in the 2018 UN-SWAP identifies three outcomes (health, child protection, and water, sanitation and hygiene) as high-level transformative results in the 2018-2021 Strategic Plan, though the extent to which these outcomes encompass transformative gender results is not straightforward, and outcome-level results could conceivably be achieved in a manner that is not transformative.²⁴ Further reporting for the same indicator focuses on

UNICEFs work on gender-responsive adolescent health in relation to SDG 5 targets, though this is not an outcome-level result.

- A score of ‘meet requirements’ was assigned in 2018 for resource allocation on the basis that the financial benchmark for resource allocation was met. The analysis based the score on projections at the time of the assessment, but, in fact, the allocations in 2018 fell just short of the 15 per cent target at 14.1 per cent.

²³ Note that the UN-SWAP Reporting 2015 and 2018.

²⁴ Cited outcomes and indicators are as follows: 1/Outcome 1: Health P1. Outcome: Improved and equitable use of high-impact maternal and child health interventions from pregnancy to adolescence and promotion of healthy behaviours. P1.1 UNICEF Programme countries with at least 80% of live births to 15–19-year-olds attended by a skilled health personnel. P1.2 UNICEF Programme countries with at least 80% of 15–19 women attended at least four times during their pregnancy by a provider. 2/Outcome 3: Water, sanitation and hygiene: Output d: Increased country capacity and delivery of services to ensure girls, boys and women have protected and reliable access to sufficient safe water, sanitation and hygiene facilities P3.b.3 Countries with at least 50% of primary schools having access to adequate sanitation facilities for girls P3.e.2 Countries implementing menstrual hygiene management in WASH in schools programmes 3/Outcome 6: Child Protection P6.4 UNICEF/UNFPA Joint programme countries with 10% or more reduction in proportion of girls 0–14 years undergoing female genital mutilation/cutting. UN-SWAP Reporting 2018:1.

ANNEX 9:

MAPPING OF DEMONSTRABLE RESULTS TO GAP INDICATORS ON INTEGRATED GENDER RESULTS

Demonstrable Results ²⁵	Outcome and Output Indicators ²⁶	Comments and Assessment on Ability of Data to Track Gender Integration against Demonstrable Results ²⁷
Goal 1 - Every Child Survives and Thrives		
<p>Gender-equitable health care and nutrition for girls and boys (1)</p> <p>Gender differences in nutrition, healthcare-seeking and treatment, and cultural and community norms such as son preference or cross-generational sex contribute to gender-differentiated mortality and morbidity for boys and girls. To address these issues, UNICEF will:</p> <p>Collect and analyse sex-disaggregated data to inform tailored interventions</p> <p>Strengthen health facilities and community platforms to address gender inequalities in care and counselling</p> <p>Develop relevant indicators to improve data and measurement, and test interventions to address the gender dimensions of adolescent mental health in low- and middle-income countries</p>	1.17. Percentage of girls and boys with severe acute malnutrition (SAM): (a) who are admitted for treatment and default, (b) who are admitted for treatment and recover, through UNICEF-supported programmes (disaggregated by sex)	Baseline and milestone not disaggregated by sex
	1.18. Percentage of girls and boys living with HIV who receive antiretroviral therapy (disaggregated by age and sex)	Baseline and milestone disaggregated by age, but not sex
	1.a.3. Number of countries implementing plans to strengthen quality of maternal and newborn primary health care (according to the quality, equity and dignity (QED) guideline)	Assumes QED guidelines are address gender inequalities. May also relate to quality maternal care
	1.d.2. Number of countries that have integrated nutrition counselling in their pregnancy care programmes	No indication as to whether such counselling will address gender norms/values
	1.e.1. Number of girls and boys with SAM who are admitted for treatment (humanitarian) (disaggregated by sex)	Baseline and milestone not disaggregated by sex
	1.f.2. Number of adolescent girls and boys tested for HIV and received the result of the last test (disaggregated by sex)	Data is sex disaggregated
		No indicators to measure adolescent mental health result

²⁵ Annex 1 Demonstrable Results for Gender Integration, 2018–2021 GAP.

²⁶ 2018-2021 GAP Indicator Matrix, Gender in Programmatic Results.

²⁷ Assessment made by evaluators on the basis of data presented in the indicator matrix.

Goal 1 - Every Child Survives and Thrives (cont'd)

<p>Quality maternal care (2)</p> <p>Lack of quality maternal care, especially during labour and delivery and the immediate post-natal period, is a major factor in continued high maternal and neonatal morbidity and mortality. UNICEF will:</p> <ul style="list-style-type: none"> • Work with partners to strengthen national systems to implement World Health Organization (WHO) maternal and neonatal health quality-of-care standards, including treating women with respect and dignity; appropriate water, sanitation, energy and medical supplies in facilities; increasing knowledge and information of women and family members regarding antenatal and post-natal care, as well as breast-feeding options to empower women to make decisions that are manageable for their health and needs. 	1.1. Percentage of pregnant women receiving at least four antenatal visits	No measure of empowerment or respect and dignity
	1.2. Percentage of live births attended by skilled health personnel (home and facilities)	No measure of empowerment or respect and dignity
	1.4. (a) Percentage of mothers receiving postnatal care	No measure of empowerment or respect and dignity
	1.12. Percentage of women with anaemia	No measure of empowerment or respect and dignity
	1.a.3. Number of countries implementing plans to strengthen quality of maternal and newborn primary health care (according to the quality, equity and dignity (QED) guideline)	Assumes QED guidelines are address gender inequalities. May also relate to gender-equitable healthcare and nutrition for girls and boys
	1.d.1. Percentage of pregnant women receiving iron and folic acid supplementation	No measure of empowerment or respect and dignity
	1.g.1. Number of countries having initiatives to strengthen availability of gender-responsive evidence for the All In framework for prevention of HIV	All In framework is gender sensitive with focus on adolescent girls
	1.i.3. Number of countries having an inclusive, multisectoral and gender-responsive national plan to achieve targets for adolescent health and well-being	Gender-responsive plans
<p>Gender equality in community health systems (2)</p> <p>Gender inequality is common in the health workforce, with women often underpaid, overworked and underrepresented in professional, supervisory and decision-making roles. Female community health workers in particular are often low- skilled, voluntary or temporary workers. Working with partners to develop more gender-equitable health systems that can deliver quality services to children and families, UNICEF will:</p> <ul style="list-style-type: none"> • Promote the professionalization of female and male frontline health workers—by collecting and utilizing data on their role and impact, with a gender perspective • Advocate for gender-equitable national policies and financing for community health systems to train, pay and empower health workers adequately and ensure a gender balance in this critical professional category 	1.c.3. Number of countries that have institutionalized community health workers into the formal health system (disaggregated by sex of community health worker)	Baseline and target are by country; data cannot be disaggregated by sex
	1.c.4. Number of community health workers that underwent skills enhancement programmes to operationalize integrated community case management through UNICEF- supported programmes (disaggregated by sex of community health worker)	Baseline and targets are not sex-disaggregated
		Indicators do not measure progress against national policies and finances as per demonstrable results

Goal 2 – Every Child Learns

<p>Gender equality in access, retention, and learning in education for girls and boys (1)</p> <p>Gender norms underpin barriers for girls and boys in accessing quality education. Barriers for girls include child marriage, gender-based violence, inadequate water, WASH facilities, and a heavy burden of household chores. For boys, barriers range from pressure to earn money to stereotypes around masculinity that encourage truancy. UNICEF will:</p> <ul style="list-style-type: none"> • Work with governments and partners to develop national education sector plans addressing gendered socio-cultural and financial barriers to quality education. These will aim to prevent gender-based violence, promote measures such as cash transfers and school feeding programmes, remove gender stereotypes in teaching materials, train teachers in gender-responsive pedagogy, and promote formal and non-formal learning opportunities, especially in humanitarian situations. 	2.1. Percentage of countries with gender disparity	Based on Gender Parity Index on enrolment and completion
	2.2. Adjusted net attendance rate of children from the poorest quintile in primary and lower and upper secondary education and attendance rate in early childhood education of children from the poorest quintile (disaggregated by educational level and sex)	Baseline data are disaggregated
	2.3. Gross enrolment rate in pre-primary education (disaggregated by sex)	Data are sex-disaggregated
	2.4. Out-of-school rate for girls and boys of primary and lower secondary school age (disaggregated by educational level and sex)	Data are sex-disaggregated
	2.5. Percentage of countries showing improvement in learning outcomes (disaggregated by sex)	
	2.a 1. Number of out-of-school girls and boys who participated in early learning, primary or secondary education through UNICEF-supported programmes (humanitarian) (disaggregated by educational level and sex)	Data are sex-disaggregated
	2.a 5. Percentage of UNICEF-targeted girls and boys in humanitarian situations who have participated in early learning, primary or secondary education through UNICEF-supported programmes (humanitarian) (disaggregated by educational level and sex)	Data is sex disaggregated.
	2.c.1. Number of girls and boys who have participated in skills development programmes for learning, personal empowerment, active citizenship and/ or employability through UNICEF-supported programmes (humanitarian) (disaggregated by sex)	Data is sex disaggregated.
		No indicator to measure prevention of GBV, removing gender stereotypes in teaching materials, etc.

Goal 2 – Every Child Learns

<p>Gender equality in teaching and education systems (2)</p> <p>A gender-balanced supply of high-quality teachers is essential to making education systems more gender-equitable and supportive of quality education for children, especially in improving learning outcomes. UNICEF will:</p> <ul style="list-style-type: none"> • Work with governments to address teacher deployment so as to facilitate the placement of female teachers in safe spaces and support the development of gender-responsive policies to advance teachers of both sexes • Promote gender-responsive pre- and in-service teacher training, and adequately equip teachers to ensure children’s safety in schools • Ensure that disadvantaged girls can access teachers’ education and training to establish a pipeline of quality female teachers 	2.a.3. Percentage (and number) of countries with gender-responsive education systems for access	
	2.b.4. Percentage (and number) of countries with gender-responsive teaching and learning systems	
		No indicator to measure gender-balanced supply of teachers, deployment of female teachers, disadvantaged girls access to teacher training

Goal 3 – Every Child is Protected from Violence and Exploitation

Gender-based prevention and response to violence against girls and boys (1)

The causes, risks, forms and implications of violence are often gender-differentiated. For example, only girls experience female genital mutilation/cutting, and women and girls are at increased risk of domestic and intimate-partner violence; boys are more likely to become child soldiers or experience gang violence. In addressing gender-based violence against children, UNICEF will:

- Build the capacity and systems of multiple sectors to provide gender-responsive service delivery and gender-responsive access to justice, particularly in school-based settings
- Promote social and behavioural change efforts within communities and institutions to shift attitudes and practices involving violence
- Emphasize gendered dimensions in the implementation of a package of strategies to end violence against children developed with multiple partners to foster harmonized action.

3.1. Percentage of girls and boys who have ever experienced any sexual violence and sought help from a professional (percentage of girls aged 15–17; data coverage insufficient to calculate an aggregate for boys)

3.4. Percentage of women and men who believe that female genital mutilation/cutting (FGM/C) should be eliminated

3.a.5. Prevention, risk mitigation and response services through UNICEF-supported programmes in humanitarian situations: (a) percentage of UNICEF-targeted girls and boys in humanitarian situations provided with psychosocial support, including access to child-friendly spaces with intersectoral programming interventions; (b) percentage of UNICEF-targeted unaccompanied and separated girls and boys registered with family tracing and reunification services and family-based care or appropriate alternative services; (c) percentage of UNICEF-targeted girls and boys recruited and used by armed forces and groups that have been released and reintegrated with their families and provided with adequate care and services; (humanitarian) (disaggregated by sex)

3.a.6. Percentage of UNICEF-targeted women, girls and boys in humanitarian situations provided with risk mitigation, prevention or response interventions to address gender-based violence through UNICEF-supported programmes (humanitarian) (disaggregated by sex and age)

3.b.1. Number of girls and women who receive prevention and protection services on FGM/C through UNICEF-supported programmes

3.b.2. Number of people who participate in education, communication and social mobilization platforms promoting the elimination of FGM/C through UNICEF-supported programmes

Data disaggregated by sex

Data is not disaggregated by sex.

Data not disaggregated

Goal 4 – Every Child Lives in a Safe and Clean Environment

<p>Gender-responsive WASH systems (2)</p> <p>Women and girls are disproportionately responsible for collecting and using household water, and are disproportionately affected by lack of sanitation and hygiene services, particularly in humanitarian situations. However, they are often not included in the design and management of WASH resources and services. UNICEF will:</p> <ul style="list-style-type: none"> • Assess whether current programming models, such as participatory community-led total sanitation efforts, or emerging models such as market-based approaches, effectively support an economic and/or time-saving empowering role for women • Strengthen gender-responsive measurement and monitoring systems for results of women’s roles in WASH, especially in emergencies, to inform more efficient programming and effective supplies, such as dignity kits 	4.2. Number of additional people with access to a safe drinking water services through UNICEF-supported programmes (disaggregated by sex)	Data not disaggregated by sex
	4.4. Number of additional people with access to basic sanitation services through UNICEF-supported programmes (disaggregated by sex)	Data not disaggregated by sex
	4.a.3. Percentage of UNICEF-targeted population in humanitarian situations provided with sufficient quantity of water of appropriate quality for drinking, cooking and personal hygiene (humanitarian)	Offers no indication of gender responsiveness
	4.b.1. (c) Number of health centres that have basic water, sanitation and hygiene (WASH) facilities, through UNICEF-supported programmes	Offers no indication of gender responsiveness
	4.b.4. Percentage of UNICEF-targeted population in humanitarian situations: (a) provided with access to appropriate sanitation facilities and living in environments free of open defecation; (b) provided with menstrual hygiene management services; (c) provided with access to appropriate WASH facilities for male and female and hygiene education in schools, temporary learning spaces and other child-friendly spaces (humanitarian)	MHM

Goal 5 – Every Child has an Equitable Chance in Life

<p>Non-gender-discriminatory roles, expectations and practices for girls and boys (1)</p> <p>Gender discriminatory roles and practices consist rules, behaviours, and attitudes and expectations that differentiate between boys and girls and limit their rights, well-being, and opportunities. To address discriminatory policies as well as the socialization processes that negatively define gender roles and practices, UNICEF will:</p> <ul style="list-style-type: none"> • Support communities to transform social narratives and promote behaviour change through parenting, early childhood and adolescent-empowerment programmes • Promote gender-equitable and affordable childcare that reduces women’s care burden, engages fathers and men in caring for children, and improves the skills and professional advancement of mostly female childcare workers • Advance policy shifts and implementation through advocacy, data generation and use, and monitoring systems for non-gender-discriminatory early childhood, extracurricular, training, sports, vocational, and mentorship policies for girls and boys 	<p>5.6. Percentage of countries where legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex</p>	<p>New indicator</p>
	<p>5.d.1. Percentage of countries with at-scale programmes addressing gender discriminatory roles and practices among children</p>	
	<p>5.d.2. Percentage of countries with at-scale capacity development programmes for front-line workers that focus on gender equality</p>	

ANNEX 10:

LIST OF PERSONS CONSULTED

UNICEF Headquarters (New York)

Name	Organization	Title
Omar Abdi	UNICEF HQ	Deputy Executive Director (Programmes)
Charlotte Petri Gornitzka	UNICEF HQ	Deputy Executive Director (Partnerships)
Manuel Fontaine	UNICEF HQ	Deputy Director, Emergency Operations
Paloma Escudero	UNICEF HQ	Director, Communications Division
Penni Berns	UNICEF HQ	Director, Social Media Team
George Laryea-Adjei	UNICEF HQ	Director, Evaluation Office
Eva Mennel	UNICEF HQ	Director, Human Resources
Cynthia McCaffrey	UNICEF HQ	Director, Office of Innovation
Stefan Peterson	UNICEF HQ	Director, Health Division
Bolton Tarleh Nyema	UNICEF HQ	Deputy Director, Internal Audit and Investigations
Andres Franco	UNICEF HQ	Deputy Director, Private Sector Engagement
Mark Hereward	UNICEF HQ	Deputy Director, Data and Analytics
Grant Leaity	UNICEF HQ	Deputy Director, Emergency Operations
Peter Frobels	UNICEF HQ	Deputy Director, Human Resources Division
Isa Achoba	UNICEF HQ	Associate Director, Field Results Group
Laurence Chandy	UNICEF HQ	Director, Data, Research and Policy Division
Vidhya Ganesh	UNICEF HQ	Deputy Director, Programme Division
Eva Alexandra Yuster	UNICEF HQ	Associate Director, Social Inclusion
Lauren Rumble	UNICEF HQ	Principal Adviser, Gender and Development
Patty Alleman	UNICEF HQ	Senior Gender and Development Adviser, Gender Section
Sagri Singh	UNICEF HQ	Senior Adviser Gender & Rights, Gender Section
Shreyasi Jha	UNICEF HQ	Senior Adviser Gender & Rights, Gender Section
Benoit Conti	UNICEF HQ	Results Lead – M&E Specialist, Gender Section
Marcos Mendez Sanguos	UNICEF HQ	Human Resource Officer, Human Resources Division
Lauren Pandolfelli	UNICEF HQ	Gender Focal Point, Data and Analytics
Timothy Takona	UNICEF HQ	Senior Adviser, Field Results Group
Rudi Luchmann	UNICEF HQ	Adviser, Field Results Group

UNICEF Headquarters (New York) (cont'd)		
Francesca Moradini	UNICEF HQ	Programme and Planning Specialist
Anna Boelens	UNICEF HQ	Policy Specialist
Tanya Accone	UNICEF HQ	Senior Adviser, Office of Innovation
Alyssa Sharkey	UNICEF HQ	Gender Focal Point, Immunization
Roland Kupka	UNICEF HQ	Gender Focal Point, Nutrition
Chemba Raghvan	UNICEF HQ	Gender Focal Point, Early Childhood Development
Gemma Wilson-Clark	UNICEF HQ	Gender Focal Point, Education
Christine Heckman	UNICEF HQ	GBVIE Focal Point, Child protection
Nankali Maksud	UNICEF HQ	Gender Focal Point, Child Protection
Brooke Yamakoshi	UNICEF HQ	Gender Focal Point, WASH
Nupur Kukrety	UNICEF HQ	Gender Focal Point, Social Inclusion
Atif Khursid	UNICEF HQ	Gender Focal Point, Social Inclusion
David Stewart	UNICEF HQ	Gender Focal Point, Social Inclusion
Kerida McDonald	UNICEF HQ	Senior Adviser, C4D
Shameezah Abdullah	UNICEF HQ	Gender and ERT Specialist, Emergency Operations
Marcos Mendez Sanguos	UNICEF HQ	Human Resources Specialist, Human Resources
Victor Arita	UNICEF HQ	Consultant, Human Resources Division
Shannon Bullock	UNICEF HQ	Gender Focal Point, Public Partnerships Division
Lely Djuhari	UNICEF HQ	Communication specialist, Communications Division
Prerna Banati	UNICEF HQ	Regional Adviser, Adolescent Development
Alexandra Marakoff	UNICEF HQ	Gender Focal Point, Public Partnerships Division

UNICEF Bangladesh Country Office

Name	Organization	Title
Juanita Vasquez Escallon	UNICEF Bangladesh	Evaluation specialist
Noreen Khan	UNICEF Bangladesh	Gender specialist
Edouard Beigbeder	UNICEF Bangladesh	Rep
Roshni Basu	UNICEF Bangladesh	former GS
Sheema Sen Gupta	UNICEF Bangladesh	former Dep Rep
Outcome 1 group	UNICEF Bangladesh	Mahjabeen Ahmed, WASH
Outcome 1 group	UNICEF Bangladesh	Golam, Mohiuddin, Nutrition
Outcome 1 group	UNICEF Bangladesh	Dr Ziau Matin-Health
Outcome 1 group	UNICEF Bangladesh	Jamila Akhter, Child Protection
Outcome 1 group	UNICEF Bangladesh	Mustafa Niang, WASH DFID project manager
Monira Hasan	UNICEF Bangladesh	CP focal person for adolescents

UNICEF Bangladesh Country Office (cont'd)

Jean Jaques	UNICEF Bangladesh	CAP Section chief
Outcome 3 group	UNICEF Bangladesh	Dr Sayem, Maternal and adolescent health
Outcome 3 group	UNICEF Bangladesh	Iqbal education
Outcome 3 group	UNICEF Bangladesh	Faria, CAP
Outcome 3 group	UNICEF Bangladesh	Farhana Health officer, Adolescent health
Outcome 3 group	UNICEF Bangladesh	Miku innovations
Maki Robinson	UNICEF Bangladesh	PMR
Kenneth Russel	UNICEF Bangladesh	OiC Education
Ireen	UNICEF Bangladesh	Nutrition
Monira Parveen	UNICEF Bangladesh	Urban nutrition
Preetha Prabhakaran	UNICEF (Cox's Bazaar Field Office)	WASH Specialist
Beverly Ann Mitchell	UNICEF Bangladesh	Chief of Human Resources a.i.
Berta Travieso	UNICEF (Cox's Bazaar Field Office)	Emergency Coordinator
Isabelle Chazal	UNICEF Bangladesh	Human Resources Specialist
Sheeba Harma	UNICEF Bangladesh	Regional Gender Adviser, ROSA
Neha Kapil	UNICEF Bangladesh	Chief C4D
Dara Jhonston	UNICEF Bangladesh	Chief WASH
Miku Watanabe	UNICEF Bangladesh	Innovation Specialist
In Hye Sung	UNICEF Bangladesh	Emergency Specialist

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UNICEF

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