



EVALUATION OFFICE AND GENDER SECTION
SEPTEMBER 2019

UNICEF Guidance on Gender Integration in Evaluation

ACKNOWLEDGMENTS

This guidance was jointly managed by the Evaluation Office and the Gender Section. We would like to thank the contribution of the consultants who supported this work, Carol Miller, Laura Haylock, and Leigh Pasqual.

PURPOSE OF THIS GUIDANCE

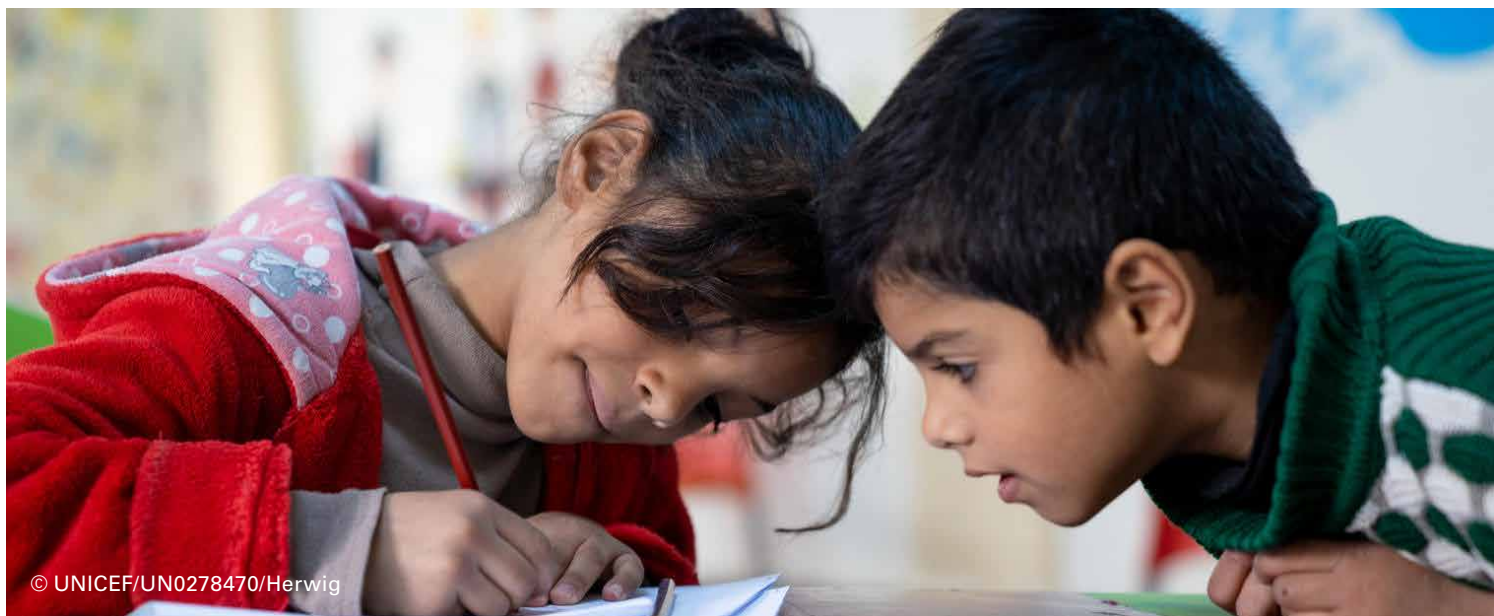
Advancing gender equality and the empowerment of women and girls is essential to realizing the rights of all children.

It is central to UNICEF's work throughout the organization, and clearly articulated in UNICEF's Strategic Plan (SP), Gender Action Plan (GAP), and the United Nations System-Wide Action Plan (UN-SWAP).

This guidance is intended as a "how-to" for integrating a gender lens in UNICEF evaluations. It responds to annual quality review (GEROS) analysis showing that UNICEF evaluations have not effectively incorporated gender considerations into all stages of the evaluation process. This means missed opportunities to fully assess gender results and ensure that evaluation processes and recommendations are truly gender-transformative. Furthermore, integrating gender in evaluation is critical particularly as the UN moves towards a system-wide evaluation approach to meet the *Leave No One Behind* principle of the Sustainable Development Goals (SDGs).

This guidance is meant primarily for *all evaluation staff* working at headquarters, regional and field levels. It is also intended for UNICEF *gender staff* across the organization; *program managers* seeking to use evaluation results to inform more gender-responsive programme design. A secondary audience includes *Representatives and Deputy Representatives* responsible for management response and follow-up to evaluations. Finally, external evaluators undertaking ongoing evaluations for UNICEF may also find it helpful.

Gender transformation actively examines, addresses and transforms the underlying social structure, policies and norms that perpetuate and legitimize gender inequalities.



BOX 1: INSTITUTIONAL FRAMEWORK FOR UNICEF'S COMMITMENTS TO GENDER EQUALITY AND EVALUATION

UNICEF's work on gender equality and the empowerment of girls and women is grounded in the [Convention on the Rights of the Child](#), the [Convention on the Elimination of All Forms of Discrimination against Women](#), and the [Convention on the Rights of Persons with Disabilities](#); and is anchored in the landmark [Beijing Declaration and Platform for Action](#). The mandate to integrate gender equality in evaluation in the United Nations system is articulated in two key resolutions: [ECOSOC Resolution 2007/33](#), and the [Quadrennial Comprehensive Policy Review \(QCPR\) Resolution A/RES/67/226](#).

The guidance provided in this document builds on UNICEF's **Institutional framework for gender equality**, including:

- UNICEF's [Strategic Plan, 2018-2021](#)
- UNICEF's [Gender Action Plan \(GAP\), 2018-2021](#)
- The United Nations Evaluation Group (UNEG): [Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance and Integrating Human Rights and Gender Equality in Evaluation](#)
- United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP), specifically guidance on the UN-SWAP [Evaluation Performance Indicator](#)

• The guidance is designed to **complement related UNICEF guidance** including:

- [UNICEF's Revised Evaluation Policy](#)
- [UNICEF-Adapted UNEG Quality Checklist for Evaluation Terms of Reference](#)
- [UNICEF-Adapted UNEG Evaluation Reports Standards](#)
- [UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis](#)
- [UNEG Ethical Guidelines](#)
- [UNICEF Gender Team Site: tools, guidance, and updates on the GAP](#)

PRINCIPLES GUIDING GENDER INTEGRATION IN UNICEF'S EVALUATIONS

Be transformative:

Seek to redress gender inequalities and support gender-transformative change.

Be participatory and inclusive:

Include diverse stakeholders in decision-making about what will be evaluated and how the evaluation should be done.

Promote women's and girls' empowerment:

Consider contextual factors related to gender and power relations, including how evaluations are conducted and by whom. Support empowerment by incorporating the insights of diverse women and girls in all stages of the evaluation process.

Be innovative:

Support innovative approaches to advancing gender equality and empowerment.

Be intentional:

Plan evaluations that clearly articulate purpose and how findings will be used to improve and advance UNICEF's work on gender equality.

UNICEF'S APPROACH TO GENDER INTEGRATION IN EVALUATION

WHY INTEGRATE A GENDER LENS IN EVALUATIONS?

Applying a gender lens to evaluation supports a proper analysis of how unobserved gender norms and gender discrimination can affect programme implementation processes and outcomes for women and girls, men and boys. It **improves the overall quality of evaluations** and provides the basis for more gender-transformative programming towards achieving gender equality goals. It contributes to deepening UNICEF knowledge on **“what works” to build gender-transformative societies**. It also helps to ensure that evaluations are more **context-appropriate**, and **inclusive** of the perspectives of diverse groups of girls and boys, women and men.

Failing to integrate gender into evaluation processes could lead to inaccurate and/or biased evidence, findings and recommendations. For example, gender norms that restrict women's and girls' access to programmes may limit their participation in evaluation data collection methods. This could result in programme design, and ultimately, programme evaluations, that do not properly respond to the needs of women and girls, or address gender-based inequalities, even possibly reinforcing them. Similarly, data

collection methods that lack gender-sensitivity may omit the perspectives of different gender identities, as well as critical intersectional factors.

WHAT DOES THIS MEAN FOR UNICEF?

All evaluations at UNICEF should incorporate strong gender analysis, including evaluation of gender-integrated programmes,¹ gender-targeted programmes, and programmes that do not focus directly on gender issues. Gender considerations should be integrated across all phases of the evaluation process irrespective of the type of evaluation.

Gender considerations should be integrated across all phases of the evaluation process irrespective of the type of evaluation.



It is important not to assume that evaluations of gender-integrated or gender-targeted programmes will inherently be gender-transformative. Likewise, programmes without an explicit gender focus can also benefit from

inclusivity

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to be **intersectional**, exploring how peoples intersecting identities (such as class, race, ethnicity, age, religious beliefs, language, sexual orientation or identity, and ability) may combine to create multiple forms of exclusion.

n. Gender-integrated evaluations involve the participation of grave stakeholders of **all gender entities**, i.e. the full spectrum of sexual orientation and gender identities (SOGI), including for example, lesbian, gay, bisexual, transgender and queer (LGBTQ). In addition, the evaluation should seek

¹ Adapted from UNDP's Gender Results Effectiveness Scale. See <https://erc.undp.org/evaluation/documents/download/8794>, for a more comprehensive description of the Gender Results Effectiveness Scale (GRES).

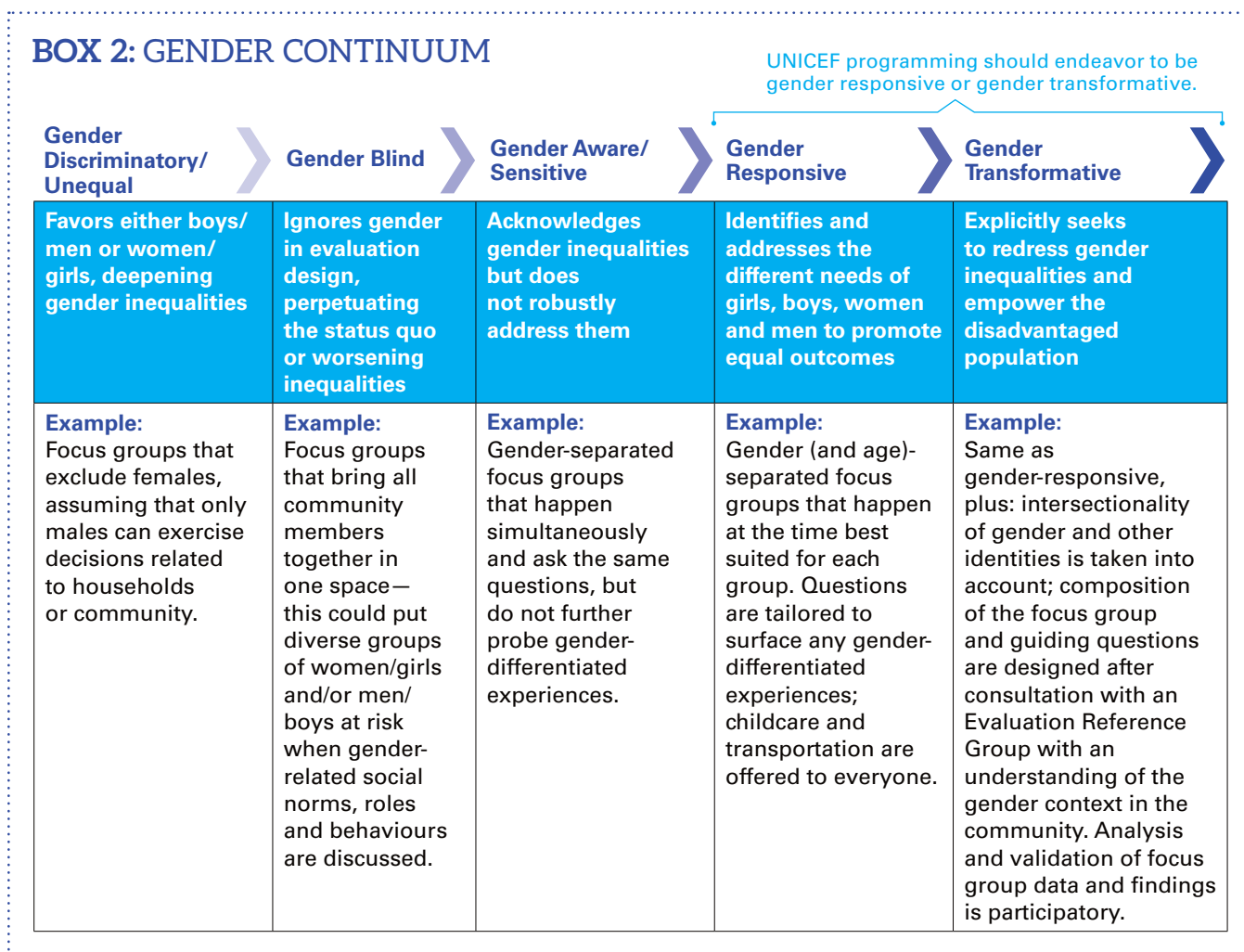
gender-integrated evaluation, particularly to determine unintended gender-related outcomes or identify possible gaps in programme design and implementation.

TOWARDS GENDER-TRANSFORMATIVE UNICEF EVALUATIONS

Using the **gender continuum model**,² UNICEF’s programming endeavors to be on the far right of the spectrum, i.e. gender-transformative. This applies also to UNICEF evaluations, regardless of the type of programmes being evaluated. A gender-transformative evaluation

reflects the potential for evaluations across all sectors to tangibly contribute towards social change not only by determining how well programming interventions and development processes are addressing gender equality concerns, but also through evaluation processes that themselves empower people through meaningful participation.

Box 2 illustrates the gender continuum model and offers a glimpse at how an evaluation consideration might (or might not) apply a gender lens at each stage (here, within the context of data collection).



² Adapted from UNDP’s Gender Results Effectiveness Scale. See <https://erc.undp.org/evaluation/documents/download/8794>, for a more comprehensive description of the Gender Results Effectiveness Scale (GRES).

It is important to recognize that making evaluations more gender-transformative could require additional time and resources which need to be planned and budgeted for. For example, to engage gender experts as part of an evaluation team, or to ensure that the way data is collected and analyzed provides ample opportunities for the inputs of diverse girls and boys, women and men.



Figure 1 offers a step-by-step look at how to approach integrating gender within the evaluation process from start to finish, i.e. from the planning stage right through to findings and

recommendations. It highlights concrete elements that need to be considered for an evaluation to be gender-transformative.

FIGURE 1: INTEGRATING GENDER IN EVALUATION IN UNICEF





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GENDER-INTEGRATED EVALUATION IN PRACTICE



1. PLANNING THE EVALUATION

During the planning phase, it is not too early to already include a range of questions that apply a gender lens to the evaluation process. These questions are intended to complement existing tools and processes used by evaluation managers and evaluation teams. They should be adapted to the context of the evaluation—using the information from gender situational analysis;

gender-integrated evaluability assessments, or Gender Programmatic Reviews (GPRs)—while noting the specific stage the evaluand is at within the gender continuum. If, for example, the evaluand (or object of the evaluation) is ‘gender-blind’, i.e. has not included gender as an explicit part of programme design and theory of change, an evaluation is an opportunity to nudge it along the gender continuum. The following tables provide sample questions that could be included.

TABLE A: EVALUABILITY ASSESSMENTS




| COMPONENT | STANDARDS | QUESTIONS FOR INTEGRATING GENDER |
|--|--|---|
| Integrating gender into the design of an evaluability assessment (EA) | Includes assessment of the degree to which interventions are effectively advancing gender equality, identifying gender-related bottlenecks and barriers, and targeting the root causes of gender discrimination and negative gender socialization. | <ul style="list-style-type: none"> • Has a gender-responsive results framework been utilized to target context-specific gender barriers and bottlenecks? How would a gender-responsive results framework be designed for this specific evaluation context? • Has the monitoring system generated data that will demonstrate gender-differentiated progress towards planned outcomes? Are there any critical factors/areas where conducting separate gender-based analyses would lead to different results/outcomes/conclusions? <p> TIP: Consult <i>UNICEF's Evaluability Assessment Guidance Note</i>³ and consider ways to integrate gender questions from this Guidance in the design of an EA.</p> |

TABLE B: PLANNING AND PREPARATION OF TERMS OF REFERENCE FOR THE EVALUATION

| COMPONENT | STANDARDS | QUESTIONS FOR INTEGRATING GENDER |
|--|---|---|
| Evaluation Purpose, Objectives, and Context | Gender considerations integrated into the purpose, objectives and context. An up-to-date, comprehensive gender situation analysis exists for the programme and has been referenced in the evaluation plan. Representative data disaggregated by sex or gender. | <ul style="list-style-type: none"> • Is there reference made in the evaluation purpose to how it will support specific SP goals and related GAP target areas associated with those goals? • Does the evaluation context specifically describe informal gender norms, roles and expectations, as well as legislation and policy that may affect programme outcomes for girls and boys, women and men? <p> TIP: Tools such as gender situational analyses or gender-integrated evaluability assessments could provide an initial understanding of the gender issues directly linked to the main objective of the evaluation. Gender analysis at this stage will likely require updating and validating later on, depending on the timing of the evaluation, because of possible shifts in context, e.g. changes in political/socio-economic environment, legal and policy changes, natural disasters, conflict etc.</p> |
| Evaluation Framework | Evaluation framework includes gender-specific questions and lines of inquiry, and data collection methods show evidence that the unique perspectives and knowledge of all gender identities will be included. <u>UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis</u> has been followed. | <ul style="list-style-type: none"> • Do the evaluation criteria and proposed evaluation questions include specific references to gender-specific issues or outcomes that reflect the unique perspective of diverse groups of women and girls, as well as men and boys? • If there has been an evaluability assessment, have any key gender-related issues identified been included in the Evaluation Framework? <p> TIP: The active involvement of all gender identities in the development of evaluation questions helps not only ensure that their unique perspectives and knowledge are included in the evaluation process, but that the evaluation is also useful to them.</p> |

³ For additional information, please see https://unicef.sharepoint.com/sites/EO/DL1/UNICEF%20EA%20Guidance%20Note_Web.pdf.

Table B. (cont'd)




| COMPONENT | STANDARDS | QUESTIONS FOR INTEGRATING GENDER |
|-------------------------------|---|---|
| Evaluation Methodology | <p>Evaluation methodologies, particularly data collection techniques, are designed to collect data that reflects the experiences of all gender identities.</p> <p>Data collection processes and tools create enabling environments where diverse women and girls can speak freely and openly.</p> | <ul style="list-style-type: none"> • Are data collection tools and processes gender-sensitive (i.e. respecting cultural and gender norms of the population to be interviewed)? • Are certain gender groups being unintentionally excluded from data collection and analysis, due to unobserved circumstances (e.g. girls excluded from school-based interviews because of a clash with activities for girls)? • Does the proposed sample frame reflect an intersectional analysis and describe what steps will be taken to include access and participation of diverse groups in the collection of data? <p> TIP: Female-only focus groups conducted by a skilled (local) woman facilitator promote more open and frank conversations. If there are particularly sensitive questions related to violence, only one person per household should be asked to participate in interviews/surveys to avoid placing vulnerable family members at risk.</p> |

TABLE C: SELECTING AN EVALUATION TEAM

| COMPONENT | STANDARDS | QUESTIONS FOR INTEGRATING GENDER |
|---|---|---|
| Evaluation Team Selection | <p>Evaluators are hired who have gender expertise, facilitation skills and experience in using participatory evaluation methods.</p> | <ul style="list-style-type: none"> • Does the candidate have previous experience in evaluating projects related to gender equality, child protection and child welfare; and conducting gender-responsive evaluations? • Does the candidate show evidence of extensive knowledge of, and experience in applying qualitative and quantitative evaluation methods to effectively collect gender-differentiated data? <p> TIP: Evaluators carrying out qualitative data collection should have strong facilitation skills to help surface, explore, and diffuse potentially sensitive situations around the gender norms influencing the attitudes and behaviours of girls and boys, and men and women. Where large evaluation teams are engaged, consideration should be given to the diversity of the team, including gender parity (as a minimum) and geographic representation.</p> |
| Evaluation Management Group (EMG) and Evaluation Reference Group (ERG) | <p>EMGs and ERGs are established and participants selected based on intersectional analysis/engagement criteria, in order to ensure accountability of gender considerations in the evaluation process, and to strengthen its credibility.</p> | <ul style="list-style-type: none"> • Have opportunities been provided for stakeholders with deep understanding of local gender norms and cultural values to contribute to the development or review of data collection instruments and in data collection process? • Are stakeholders encouraged to share the evaluation results among their communities, particularly those commonly excluded on the bases of their gender identities, as findings become available? <p> TIP: An EMG could be co-chaired by an evaluation manager and a gender specialist to help ensure that a gender-integrated approach is used throughout the evaluation process. Setting up an ERG inclusive of a cross-section of programme stakeholders provides another opportunity to put intersectional engagement into practice</p> |



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EXAMPLE: AN ADOLESCENT AND YOUTH REFERENCE GROUP





A critical part of the process of the Child Protection Programme Evaluation at UNICEF Cambodia was the inclusion of an Adolescent and Youth Reference Group (AYRG). The group was representative of the voices of their peers, and included a good gender balance (46 girls/40 boys). At meetings, AYRG members had the same opportunities as high-ranking Government officials to contribute to discussions, highlighting to experts and evaluation professionals the needs of young people. At events such as the presentation of initial findings and validation workshop, AYRG members heard findings from research, lessons learned and recommendations for UNICEF’s Child Protection Programme, to which they could offer their own insights and opinions. By participating in the evaluation process, the AYRG helped confirm that the findings were relevant to them and their peers. To learn more click [here](#).

2. CONDUCTING THE EVALUATION

The next phase of the evaluation process—conducting the actual evaluation—involves four main components, all of which also require asking a range of questions that apply a gender

lens. Once again, these questions are intended to complement existing tools and processes and should be adapted to the context of the evaluation. The following table provides sample questions that could be included.

TABLE D: INTEGRATING GENDER INTO THE CONDUCT OF AN EVALUATION

| COMPONENT | STANDARDS | QUESTIONS FOR INTEGRATING GENDER |
|--------------------------------|---|---|
| <p>Inception report</p> | <p>Evaluation questions and lines of inquiry indicate that gender and age data will be collected and analysed.</p> <p>Perspectives of (diverse groups of) women and men, girls and boys are included in data collection processes.</p> | <ul style="list-style-type: none"> • Have initial interviews conducted during scoping revealed any unexpected gender-based issues not previously considered during the planning phase? • Are there additional considerations regarding implementation processes that could jeopardize the participation of certain gender identity groups? <p> TIP: The evaluation manager should ensure that the evaluation team has access to performance data from UNICEF's gender results monitoring systems (SP goals and GAP results/SWAP EPI). This is a good way to highlight the importance that UNICEF attaches to a gender-integrated approach.</p> |
| <p>Data collection</p> | <p>The data collection plan fully considers how, by whom, when and where the data collection could limit the participation of certain gender identity groups, thus avoiding bias and securing the validity of findings.</p> | <ul style="list-style-type: none"> • Do data collection tools, including surveys, avoid perpetuating negative gender norms, and model positive gender norms in the way questions are formulated? • Are local evaluators (who are more knowledgeable of the social context) engaged, and can they help facilitate participation of all gender identity groups? <p> TIP: Female interviewers/facilitators can more effectively engage with women and girls (at times and locations that suit them), and increase their participation.</p> |
| <p>Data Analysis</p> | <p>Data is disaggregated along lines of sex, gender identity, age, education, geographical location, poverty, ethnicity, indigeneity, disability.</p> <p>Attention is given to trends, patterns, common responses and differences among the diverse groups.</p> | <ul style="list-style-type: none"> • Is there an analysis of the extent to which the programme has addressed structural factors that contribute to inequalities experienced by women, men, girls and boys, especially those experiencing multiple forms of exclusion? • Did the analysis consider gender-specific cultural norms, roles and behaviours, including for diverse gender identities? <p> TIP: UNICEF's <i>Gender Programmatic Review Causal Framework</i> can be used by evaluators as a tool for data analysis. It supports the identification of structural and intermediate determinants that contribute (or mitigate) progress towards gender equality in child outcomes and the empowerment of women and girls. For more guidance see the <i>Gender Programmatic Review Toolkit</i>.</p> |
| <p>Validation</p> | <p>A plan is in place for evaluation findings to be reviewed and validated by the evaluation manager and programme staff, as well as local stakeholders familiar with gender norms.</p> | <ul style="list-style-type: none"> • Will there be an evaluation exercise or workshop that includes representatives from the initial stakeholder analysis, which would have identified diverse groups of women and girls, men and boys whose perspectives are important to the evaluation? • Has consideration been given to how the validation exercise can deepen analysis of gender equality processes and outcomes, and co-create recommendations. <p> TIP: Participatory exercises, like those that may have been used for data collection and analysis, are excellent ways of creating a validation process that is inclusive of diverse stakeholders. This helps to avoid biased/inconsistent information that could jeopardize the validation process.</p> |

UNICEF has a key role to play in promoting gender equality through evaluations. Internally, greater collaboration between evaluation and programming in each region/country can build common understanding and definitions of gender integration, while also identifying further tools and resources to support better use of a gender lens throughout the evaluation process.





3. and 4. REPORTING AND DISSEMINATION

The following table provides sample questions to be asked during the final phases of the evaluation

process—preparation of the evaluation report and its subsequent dissemination.

TABLE E: EVALUATION REPORT AND DISSEMINATION

| COMPONENT | STANDARDS | QUESTIONS FOR INTEGRATING GENDER |
|----------------------|---|---|
| Reporting | Section 8 of the <u>UNICEF-Adapted UNEG Evaluation Reports Standards</u> , outlines the standards for integrating Gender and Human Rights, including Child Rights, in evaluation reports. | <ul style="list-style-type: none"> • Has gender been integrated in every section of the evaluation report, rather than as a separate section at the end? How should the gender analysis be integrated into the narrative of the report, based on the specific target audience? • Do recommendations include specific reference to UNICEF’s agenda of advancing gender equality and the rights of women and girls? Are the report’s narrative and the recommendations sensitive to gender norms context of the evaluand? <p> TIP: Review the UNICEF evaluation portal for examples of evaluation reports that have received top ratings in recent UN-SWAP exercises.</p> |
| Dissemination | Stakeholders are consulted about which evaluation products are the most accessible, and the most useful dissemination channels (e.g. social media, blogs, infographics, videos, briefings). | <ul style="list-style-type: none"> • Have key messages from the evaluation reached, in relevant languages, the relevant stakeholders for whom a technical report may not be accessible? • Do dissemination channels widely share evaluation findings and recommendations? For example, for a programme addressing school-related gender-based violence, are findings shared beyond the (often male-dominated) departments of education, school boards or community leaders? <p> TIP: Involve representatives of girls’ and boys’ organizations who have participated in the evaluation process, as spokespersons in sharing results.</p> |

ADDITIONAL RESOURCES

UNICEF evaluations may choose questions to probe gender integration specifically within UNICEF Strategic Plan goal areas as outlined in the table below. These questions are meant to

complement the main evaluation questions and generate reflection on what could be adapted to the specific needs and context of a programme. The table provides examples.

TABLE F: GENDER-TRANSFORMATIVE QUESTIONS RELATED TO THE STRATEGIC PLAN AND GENDER ACTION PLAN

| UNICEF SP GOAL AREAS | ILLUSTRATIVE QUESTIONS FOR EVALUATORS |
|--|---|
| GOAL 1: Every child survives and thrives | <ul style="list-style-type: none"> • Is there periodic, good quality, sex- and age- disaggregated data on impact of health, HIV and nutritional interventions among girls and boys, women and men and people of diverse gender identities? • Are health facilities (including temporary centres, mobile clinics, etc.) easily accessible for women? Are fathers equally encouraged by health care workers to participate in child care? |
| GOAL 2: Every child learns | <ul style="list-style-type: none"> • Are there unexplored gender-discriminatory attributes within the education intervention that leads to unequal outcomes? E.g. curriculum inadvertently perpetuating stereotypical notions of gender; sports activities only for boys; teachers encouraging boys not girls to take up STEM courses, etc. • Has the intersection between education and other programmatic interventions to achieve gender equality been adequately explored? E.g. menstrual health management facilities in school, advocacy on child marriage, education on sexual and reproductive health, etc. |
| GOAL 3: Every child is protected from violence and exploitation | <ul style="list-style-type: none"> • Have interventions and advocacy efforts reached all gender identities? Are interventions adequately reaching boys and men and presenting positive role models for masculinity? • Are there unexplored gender-based barriers in accessing violence prevention and response services? E.g. girls not reporting due to fear of victim shaming, male officers running services for women, lack of services targeting boys, etc. • Have underlying discriminatory gender norms been addressed by the interventions? E.g. girls lacking agency over their own bodies, society's unequal valuation of girls and boys, etc. |
| GOAL 4: Every child lives in a safe and clean environment | <ul style="list-style-type: none"> • Were decisions on community WASH infrastructure taken in participatory ways, ensuring the representation of girls' and women's groups? • Was the disproportionate burden of household work on girls and women considered, and its implications for designing WASH interventions? E.g. security risk in travelling to distant wells, gender norms restricting mobility of women, limited menstrual hygiene management facilities etc. |
| GOAL 5: Every child has an equitable chance in life | <ul style="list-style-type: none"> • Have discriminatory gender norms, behaviours and practices (a critical barrier in each of the above Goal Areas) been explicitly addressed in programme design and implementation? E.g. unequal valuation of girls and boys, girls lacking agency over their own bodies, stigma related to menstruation, etc. • Are interventions that address discriminatory gender norms based on context-specific evidence? |
| Institutional strengthening | <ul style="list-style-type: none"> • Is there adequate gender capacity and resources to work on the defined gender goals? • Is there adequate gender data and analysis to support programme design and decision-making? Has the evidence been used to develop gender-integrated country documents, e.g. CPDs and PSNs? • Have strategic partnerships, particularly inter-agency and private sector partnerships, been leveraged to advance gender results? |

TABLE G: GOOD PRACTICE EXAMPLES FROM EVALUATION REPORTS WITH TOP RATINGS IN RECENT UN-SWAP EXERCISES

| GOOD PRACTICE EXAMPLE | EVALUATION |
|---|--|
| Context Analysis includes sex and gender-disaggregated data and context relevant social norms | <u>Evaluating The 'I Am Alive' Programme For Adolescent Girls Living With Hiv Final Report</u> |
| Composition of the Evaluation Team includes gender-balanced team | 2017 Jordan: Evaluation of the Ma'an (Together) towards a Safe School Environment Programme 2009-2016 - Jordan |
| Gender-related findings and lessons learned are included that consider the roles of boys and men in supporting positive gender outcomes for girls and women | 2017 Bangladesh: Programme Evaluation of UNICEF Bangladesh Communication for Development (C4D) Programme from 2012 to 2016 |
| Intersectional Stakeholder Engagement described in evaluation along with specific methods for gathering data and views from diverse stakeholders | 2017 Moldova: Evaluation of the Government of Moldova - UNICEF 2013-2017 Country Programme of Cooperation |



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September 2019**

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