

Transforming Programming: Evaluation of the implementation of the UNICEF Gender Policy and Gender Action Plans (GAP 2 and GAP 3)

Inception Report Annexes

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ACRONYMS

AAG	Adolescent Advisory Group
ADAP	Adolescent Development And Participation
AP	Adolescent Panel
CCC	Core Commitments for Children
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CO	Country Office
CRPD	Convention on the Rights of Persons with Disabilities
CRC	Convention on the Rights of the Child
CSO	Civil Society Organization
DAC	Development Assistance Committee
DAPM	Division of Data, Analytics, Planning and Monitoring
DTL	Deputy Team Lead
ERG	Evaluation Reference Group
EAPRO	East Asia and the Pacific Region Office
ECARO	Europe and Central Asia Regional Office
EMOPS	Office of Emergency Programmes
ESARO	East and Southern Africa Regional Office
EO	Evaluation Office
EQ	Evaluation Questions
ERG	Evaluation Reference Group
FCAS	Fragile and Conflict-Affected settings
FGD	Focus Group Discussion
GAP	Gender Action Plan
GBVIE	Gender-Based Violence in Emergencies
GESI	Gender Equality and Social Inclusion
GEM	Gender Equality Marker
GEROS	Global Evaluation Reports Oversight System
GII	Gender Inequality Index
GRP	Gender Programmatic Review
GTP	Gender Transformative Programming
HQ	Headquarters
IRB	Institutional Review Board (ethics committee)
KII	Key Informant Interview
LACRO	Latin America and the Caribbean Regional Office
LMIC	Low- and middle-income countries
OECD DAC	Organization for Economic Co-operation and Development's Development Assistance Committee
MOPAN	Multilateral Organizational Performance Assessment
MENARO	Middle East and North Africa Regional Office,
NGO	Non-Governmental Organization
NLP	Natural Language Processing
QA	Quality Assurance
ROSA	Regional Office for South Asia
RAGs	Regional Gender Advisors
RO	Regional Office
SDDirect	Social Development Direct
SDGs	Sustainable Development Goals
SEAH	Sexual Exploitation, Abuse and Harassment
TL	Team Lead
ToC	Theory of change
ToR	Terms of reference
UNEG	United Nations Evaluation Group
UN-SWAP	UN System-wide Action Plan on Gender Equality and the Empowerment of Women
UNEG	UN Evaluation Group
WCARO	West and Central Africa Regional Office

WHO
YAG

World Health Organization
Youth Advisory Group

Annex 1: Stakeholders consulted in inception phase

Table 1: Stakeholders consulted in inception phase (Key Informants Interviews)

Code	Gender	Position/title/role	Office/Division	Country/Region
KII 1	F	Associate Director Gender Equality	Programme Group Leadership Team	HQ
KII 2	M	Director	Evaluation Office	HQ
KII 3	M	Chief, Strategic Planning	Data Analytics, Planning and Monitoring	HQ
KII 4	F	Senior Adviser	Gender Team	HQ
KII 5	M	Monitoring & Evaluation Specialist (Gender)	Gender Team	HQ
KII 6	F	Deputy Regional Director		ESARO
KII 7	F	Regional Gender Adviser		ESARO
KII 8	F	Regional Adviser Gender & Development		LACRO
KII 9	F	Regional Gender and Adolescent Advisor		EAPRO
KII 10	F	Regional Adviser Gender & Development		ECARO
KII 11	F	Representative, UNICEF Senegal	Senegal CO	Senegal
KII 12	F	Senior Adviser, Gender equality		HQ
KII 13	F	Gender Advisor	Mozambique CO	Mozambique
KII 14	F	Deputy Director, Programme group	Programme Group Leadership Team	HQ
KII 15	M	Deputy Executive Director (Programme)		HQ

The following UNICEF staff were met in New York and attended min-workshops to discuss the evaluation ToC and assumptions, as well as broader GAP implementation factors.

Table 2: Stakeholders consulted in Inception Phase (workshops)

Team	Function
Gender team	Associate Director, Gender Senior Adviser Gender Senior Advisor, Gender Programme Specialist Gender and Immunization Specialist Gender Specialist Programme Specialist Monitoring & Evaluation Specialist
Goal Areas programme staff/lead	Health: Immunization Specialist; Nutrition: Nutrition Specialist Education: Senior Advisor in Education (whose previous portfolio during GAP2 was gender and education) Child protection: Senior Advisor and Planning Lead for CP; Senior Advisor, Harmful Practices Social protection: Social Policy Specialist, Social Policy
DAPM Team	Chief, Programme Effectiveness Chief of Monitoring, Programme Effectiveness Planning Manager, Programme Effectiveness Programme Specialist Chief Organization and Knowledge Management, Programme Effectiveness
Human Resources Team	M&E Specialist, Culture team Human Resource Planning Specialist
Humanitarian Field Support Section	Health Specialist Child Protection Specialist

Annex 2: Ethical principles

We convene an internal Ethical Committee that advises on ethical issues, and potential risks of all research and evaluation work. The following ethical principles apply to all groups involved in SDDirect's work, including in-house and programme staff, consultants, researchers, participants and other research and programme stakeholders, unless otherwise specified:

1. Our work should lead to clear social development benefits in people's lives.
2. Our work is conducted to a high standard in ways that are fit for purpose and ensure only the gathering of information that is relevant to the goals of our work.
3. The safety of our researchers and participants is paramount.
4. We are inclusive, ensure that marginalized groups are not excluded and are respectful of and informed by cultural differences and sensitivities.
5. Participants take part voluntarily, based on valid informed consent. Respect for young women and girls' agency will be central to this approach, respecting their wishes to answer specific questions or be named in the evaluation or not. Free and informed consent will be sought from all participants. Where the young people participating in this evaluation are under the age of consent we will ensure we secure parental consent for their involvement along with their informed assent. All consent forms are included in Annex 6 and 7.
6. We compensate research participants for their involvement taking into account their transport and childcare needs, as well as their safety and wellbeing.
7. Personal information is treated confidentially, and the privacy and anonymity of participants is preserved unless there is a belief that the information puts the life of the participant or another person at risk.¹ No participant's name, address or other personal or identifying information will be recorded or used in the final report. Quotes and examples used will be presented in such a way as not to threaten confidentiality. A Unique ID system will be used throughout the evaluation to anonymously link demographic information with responses.
8. The security and protection of primary data, including notes and recordings is paramount. Access to data collected as part of this evaluation will be restricted to members of the evaluation team only. All data will be securely and anonymously stored by the UNICEF Evaluation Office, they will retain this data after the close of the evaluation and may use this for secondary analysis. All identifiable data will be removed before we share this data with UNICEF. See Annex 9 for data protection and security protocol.
9. We adhere to regional, national and local ethics approval processes within the countries we work.

SDDirect's ethical principles and approach will be complemented in this project with the alignment and adherence to UNEG ethical standards and UNICEF procedure as well.

¹ In the context of COVID-19 this also relates to measures to ensure that where people are working from home, rather than a secure office environment, information is treated confidentially, and privacy of participants is assured.

Annex 3: GAP ToC Narrative

The narrative below explains the ToC presented in section 5.2, figure 2.

The GAP central hypothesis is that integrating gender in programmes and within the institution will enable UNICEF to contribute to gender equality results for children and adolescents. The changes expected from the GAP are delivered through interventions at institutional and programmatic levels.

The impact of the GAP is the fulfilment of the rights and opportunities of children and adolescents as well as the attainment of targets related to SDGs 2, 3, 4, 5, 6, 8 and 16².

Of note, the expected impact and vision of the gender policy is wider and display a more inclusive language than the GAP, as it envisions that children and adolescents of all gender identities, gender expressions, sexual orientations, and sex characteristics lead safe, healthy empowered lives and engage equally in leading change.

The outcome is that UNICEF contributes to gender equality results that are transformative across all Goal areas for women and girls, including addressing discriminatory gender norms.

More precisely, the GAP specifies the results per goal area as follows:

1. Quality maternal health care and nutrition, HCT and Care; adolescent girls nutrition and pregnancy care / HIV-HPV prevention.
2. Gender responsive education systems and equitable access to education for all; advance girls education and skills.
3. Addressing violence against girls boys and women and harmful practices; eliminate child marriage and early unions.
4. Equitable WASH systems, accessible menstrual health and hygiene services.
5. Gender responsive social protection systems and care work.

This ToC is underpinned by two causal pathways leading to the expected outcome and impact.

1) Programmatic causal pathway

The overall logic for this causal pathway is that ***if*** UNICEF effectively puts in place inputs **across** five domains, ***then*** results on gender will be achieved in programmes (output 1). More precisely: **IF gender guidance and frameworks** are in place (such as: a suite of frameworks, policies and actions plans to strengthen gender-equality, transformation and inclusion; an effective gender architecture (Gender Team, RO, CO); the integration of gender for transformative result across all five key goal areas);

AND gender responsive work is enabled by gender analysis conducted to inform all programming, by gender training at CO and RO, by a gender responsive monitoring system in place at RO and CO levels, by the existence of data, research and evidence to support gender transformative approach and by financial investment in gender programming that go beyond the UN-SWAP);

AND partnerships are in place, including with women's and girls' networks with other UN agencies on gender equality, as well as with relevant stakeholders to promote gender equality (e.g. government, IFIs, CSOs, INGOs);

AND accountability mechanisms are in place and there is leadership on gender equality

² The 17 SDG Goals. <https://sdgs.un.org/goals>

(enabled by training and policies to ensure zero tolerance for discrimination and SEAH as well as by accountability mechanisms for gender results at all levels, including leadership, and by promoting staff wellbeing in the office);

AND *staffing policies and institutional culture* have a strong gender dimension (enabled by workplace policies, practices and processes that promote equity, work-life harmony and inclusion; by recruitment and retention strategies that promote gender parity and inclusion across all areas; as well as by increased access to Value-based gender training to all staff as relevant to their roles).

THEN programmatic results will be achieved (output), including:

- Gender priorities will be incorporated across sectoral, regional and country plans, and in emergency preparedness, response and recovery plans,
- Gender responsive programming, policy and advocacy work throughout the life course will be designed and implemented across all goal areas,
- Adolescent girls leadership and wellbeing programming, policy and advocacy work will be implemented across all Goal Areas

If programmatic results are achieved and UNICEF works across all levels of the socioecological framework to ensure sustained transformative change on gender equality (assumption 15), **then UNICEF programmes effectively promote gender equality** in all goal areas and contexts (intermediary outcome).

The assumptions related to the programmatic pathway – from inputs to outputs:

For guidance and frameworks on gender to effectively influence programmes, the following assumptions are made:

- A1 There is coherence between the GAP and the Gender Policy; and between the GAP and other policies and plans across UNICEF,
- A2 The GAP and Gender Policy are adaptable and influence sector plans, in development and humanitarian contexts,
- A3 The gender technical/focused staff have adequate power to influence decisions.

The various enablers for gender responsive work do influence programmes, under the following assumptions:

- A4 Evidence, data and results collected on gender equality are robust, efficient, relevant, reliable and available to effectively inform decision making,
- A5 Staff at all levels across UNICEF have increased understanding of their role on gender, and adequate capacity, support, resources, incentives and motivation to apply a gender lens in their role,
- A6 The GAP and Gender policy is effective and produce results at scale in all sectors, contexts, and it is responsive to emerging priorities,
- A7 Financial investment on gender is commensurate to the needs and to the scale of the GAP commitments,
- A8 Good-quality gender analysis is systematically conducted in documents informing and guiding UNICEF work at all levels,
- A9 There are sufficient incentives, structures and motivation to encourage cross-sectoral collaboration within UNICEF (across humanitarian and development).

For partnerships to effectively lead to programmes that are gender responsive, the following assumptions are made:

- A10. There is a shared willingness to collaborate on gender responsive work across UN agencies and inter-agency collaboration is effective.
- A11 It is relevant to UNICEF interventions goals to partner with women and girls organizations and networks, the organizations are willing to enter into partnerships with the UN and UN procedures allow for mutually-reinforcing partnerships to be forged.
- A12 UNICEF is able to influence government priorities on gender and to catalyse national policies and investments.

For accountability measures to effectively improve programme results, the following assumption is made:

- A13 Accountability systems on gender are sufficient, known, and used.

2) Institutional causal pathway

The overall logic for this causal pathway is that *if* UNICEF effectively puts in place **inputs across** four domains, *then* the institution will model gender equality. More precisely:

IF gender guidance and frameworks are in place (such as: suite of frameworks, policies and actions plans to strengthen gender-equality, transformation and inclusion; effective gender architecture (Gender Team, RO, CO))

AND gender responsive work is enabled by gender training at CO and RO, by a gender responsive monitoring system in place at RO, CO (programmatic and institutional), by the existence of data, research and evidence to support gender transformative approach and by financial investment in gender programming (going beyond the UN-SWAP).

AND accountability mechanisms are in place and there is leadership on gender equality is promoted (enabled by training and policies to ensure zero tolerance for discrimination and SEAH as well as accountability mechanisms at all levels, including leadership, for gender results, and promoting staff wellbeing in the office).

AND staffing policies and institutional culture have a strong gender dimension (through workplace policies, practices and processes that promote equity, work-life harmony and inclusion; through recruitment and retention strategies that promote gender parity and inclusion across all areas; through increased access to Value-based gender training to all staff as relevant to their roles).

Then institutional results will be achieved:

- Leadership will understand their role on gender and are held accountable on their commitments to gender results and a gender equitable and inclusive workplace.
- UNICEF staff across the organization will fulfil their role on gender, and model gender equitable behaviors.
- There will be an increased gender parity at all levels of staffing (senior management) and inclusion of gender-diverse staff.

The assumption:

- A13 Accountability systems on gender are sufficient, known, and used.
- A14 Gender equity is promoted through internal policies, practices, processes and widely communicated across the organization.

IF UNICEF programming promotes gender equality across all goal areas, in humanitarian and development contexts.

AND UNICEF organizational culture, structure and practices promotes and models gender equality in all areas of their work and ensure accountability.

THEN UNICEF contributes to gender equality results that are transformative across all Goal areas for women and girls, including addressing discriminatory gender norms.

Three assumptions are underlying in this logic:

- A15 UNICEF works across all levels of the socioecological framework to achieve sustained transformative change for gender equality.
- A16 The GAP ToC is the most relevant way to respond to the needs and to obtain gender equality results that tackle norms, in all contexts and the GAP is informed by

evidence.

- A17 Fostering an inclusive and transformative organizational culture contributes to gender equality results for transformative change.

To evaluate the extent to which UNICEF contributed to results at outcome and impact levels, this evaluation will measure the extent to which UNICEF has achieved programmatic and institutional results at outputs and intermediary outcomes levels, by testing the extent to which the change pathways are operating, and more precisely, we will:

- Assess the extent to which the inputs proposed in the GAP are in place
- Analyze the output and outcome level results by:
 - Analyzing the M&E output and outcome indicators and reviewing qualitative descriptions of results.
 - Measuring the extent to which the combined inputs lead to programmatic and institutional outputs, by checking if the 14 assumptions made on the change pathway were valid.

Annex 4: Evaluation Matrix

Table 3: Evaluation Matrix

EQ1: To what extent are the current Gender Policy and the GAP 3 conceptual framework well-designed, relevant and coherent to respond to the various needs of all children, adolescents and women, national government priorities, UNICEF normative framework (i.e., CRC, CEWAD, CRPD, CCC) and the organization’s commitments to the UN-SWAP on gender equality? (coherence and relevance)	
<p>Sub-questions:</p> <ol style="list-style-type: none"> 1.1. To what extent are the current Gender Policy and GAP 3 informed by evidence and relevant to the various gender realities and needs of all children, adolescents and women across regions, particularly concerning gender and social norms? (relevance) 1.2. How well does the Gender Policy and GAP align to UNICEF’s normative framework, the organization’s commitments to UN-SWAP and respond to partner government priorities to advance gender equality and equitably promote the rights of all children, adolescents and women in development and humanitarian settings? (coherence) 	
OECD/DAC Evaluation Criteria	Coherence and relevance
Background and understanding of the questions	<p>The first GAP was designed with a view to be re-assessed after its third iteration and after 12 years of implementation, in the hope that that by then it may not be needed as gender would have become part of the organization’s DNA. The previous evaluation of GAP 1 (and 2), while acknowledging that the “GAP instruments have served a valuable purpose but are no longer adequately broad or high-level for a changing global environment”, recommended that “rather than ‘GAP 3’, the institutional framework should be replaced with a refreshed Gender Policy and associated Implementation Plan”.</p> <p>The “significant shift in UNICEF’s aspirations for gender equality” that it recommended was materialized in the ambitious gender transformative Gender Policy 2022-2030. This Policy was not tabled to the Board and is gender transformative in its approach. It was accompanied by GAP 3, and both documents were developed in a participatory way in 2020, with inputs from a wide range of UNICEF staff across levels and locations, and sought to respond to the recommendations of the previous evaluation.</p> <p>As the main purpose of the GAP is to “operationalize the Gender Policy by specifying how UNICEF will promote gender equality”³, a key question here will be to determine the extent to which both documents are aligned (coherence), and if the Gender Policy is relevant for UNICEF, to what extent it is owned and plays a concrete role in the organization. This is a key question as we approach to the 2030 SDGs horizon, the Gender Policy cannot be viewed only as a long-term vision” . Internal coherence will also look at the alignment of the GAP and the multiple frameworks in place that guide implementation to determine the extent to which this ecosystem is enabling gender</p>

³ UNICEF Gender Action Plan, 2022-2025, <https://www.unicef.org/executiveboard/documents/UNICEF-Gender-Action-Plan-2022%E2%80%932025-SRS-2021>

	<p>transformative work.</p> <p>We will also conduct correlation of institutional enablers and programmatic results at country level, which may provide insights into the extent to which the implementation of institutional enablers is associated with improved programmatic results.</p> <p>The response to this evaluation question will provide valuable inputs to determine the extent to which the current format of the GAP and its articulation with the Gender Policy are relevant and effective in driving the gender agenda, programmatically and institutionally.</p>	
Assumption	Indicators	Data sources and analysis methods
<p>A1 There is coherence between the GAP and the Gender Policy; and between the GAP and other policies and plans across UNICEF (SQ 1.2).</p>	<ul style="list-style-type: none"> • Level of alignment of GAP and Gender Policy as well as GAP and other normative frameworks • Perceptions of alignment and related challenges if any 	<ul style="list-style-type: none"> • <i>Comparative thematic analysis</i> of GAP, Gender Policy, Adolescent Girls strategy, Normative framework, Accountability Framework, Strategic Plan, Adolescent strategy, climate change and disability strategies
<p>A16 The GAP ToC is the most relevant way to respond to the needs and to achieve gender equality results that tackle norms in all contexts and the GAP is informed by evidence (SQ.1.1)</p>	<ul style="list-style-type: none"> • Perception and experience related to the relevance of the GAP framework to respond to the needs and tackle structural barriers, including norms, in line with the Gender Policy vision. • Perceptions of the relevance of the GAP in humanitarian contexts and in countries where gender laws and practices are restrictive. • Identification of the evidence base that informed the GAP 3 • Perception of the comprehensiveness of the GAP to reflect all areas of UNICEF work, including humanitarian work. • Experiences in using the gender dashboard 	<ul style="list-style-type: none"> • <i>Analysis</i> of the GAP document • KIs with CO staff operating in various contexts, RGAs, Gender team. • Background evidence documents referenced in the GAP. • <i>Comparative analysis</i>: Global research/analysis on the pros and cons of mainstreaming approaches and lessons learnt from other institutions. • Analysis of the gender dashboard
<p>A17 Fostering an inclusive and transformative organizational culture contributes to gender equality results for transformative change (EQ1)</p>	<p>Perceptions of staff on organizational culture change on gender</p> <p>Perception of staff on contribution of institutional enablers to improved gender equality programmatic results.</p> <p>Correlation between the institutional enablers and programme results</p>	<ul style="list-style-type: none"> • Quantitative data analysis (regression analysis) • Survey • Global staff survey and pulse check results (gender disaggregated) • Comparative analysis: Examples of good practices coming from other organizations

EQ2: How well are the gender-related organizational changes and performance enablers of the GAP implemented across UNICEF policies, practices, systems, organizational commitments and accountability mechanisms at all levels? (coherence, effectiveness, efficiency and sustainability)

Sub-questions:

Enablers for gender responsive work

- 2.1. To what extent have gender equality programmatic approaches for transformative results been systematically integrated into the Strategic Plan and regional strategies as well as in UNICEF programming cycles at the country levels, including country programme documents, emergency preparedness, response and recovery plans? (effectiveness)
- 2.2. To what extent has UNICEF harnessed data, research and evaluation to inform evidence-based policies and programmes and promote gender equality and adolescent girls' empowerment? (effectiveness, efficiency)
- 2.3. How successfully has UNICEF mobilized resources and met the UN-SWAP standards on gender equality and the empowerment of women resource allocation benchmark of 15 per cent for gender-related work? (effectiveness)
- 2.4. To what extent are human resources capacity and systems adequate to support the implementation of the GAP?

Partnerships

- 2.5. To what extent have strategic partnerships been identified and leveraged to advance gender equality and the empowerment of girls and women? Have partnerships with girl-, youth- and women-led organizations and networks been prioritized? (effectiveness, efficiency)
- 2.6. How effective has UNICEF been in supporting the inclusion of a gender perspective within national systems and structures, and the absorption of UNICEF's gender-related initiatives by partners to promote sustainability? (sustainability)

Accountability and leadership

- 2.7. How well have gender-responsive monitoring systems and accountability mechanisms been utilized to improve learning and accountability at all levels? (effectiveness)
- 2.8. How precise are the accountability mechanisms to ensure that gender programmatic results are integrated at all levels?
- 2.9. To what extent does senior leadership demonstrate their commitment to gender equality? (effectiveness)

Staffing and culture

- 2.10. To what extent is gender equality considered "the responsibility of everyone at UNICEF – at all levels and in all offices of the organization", as GAP 3 suggests, and do staff and management feel ownership, responsibility for, and engage in its implementation?
- 2.11. How successfully has UNICEF as a workplace managed to promote gender equality when it comes to staffing and the inclusion of diverse staff in all sectors, including senior management; recruitment, hiring and promotion processes; and zero tolerance for sexual misconduct? (effectiveness)

Evaluation criteria	Relevance, effectiveness, efficiency, sustainability
Background and understanding of the questions	This question will examine the extent to which the inputs described in the evaluation ToC are in place and effective in driving change at programme and institutional levels, and test the assumptions described below. Initial data collected and analysed during the inception phase suggests that UNICEF has made good progress on

	<p>implementing institutional enablers over the period of the evaluation. For example, between 2019 and 2021, the number of UNICEF offices meeting the GAP institutional standard increased from 63 to 98; in 2021, 109 countries (85%) had completed a Gender Programmatic Review (GPR), compared to 55 in 2018⁴. The M&E system was improved and efforts to make it user-friendly and to improve the accessibility of data for decision making and use in programmes were noted, with the development of tools, such as the Adolescent Data Portal and the Gender Equality Data hub, as well as capacity building. Since 2020 UNICEF has expanded its partnerships with women- and girl-led organizations and in 2022, 105 country offices engaged with such groups in programme design, delivery and monitoring.</p> <p>However, according to the new GAP Standard, which introduced more ambitious targets to address the issues highlighted during GAP 2 and promote a gender-transformative approach, only 12% of country offices meet the institutional standard. Remaining challenges hampering the operationalization of the GAP flagged by the annual GAP reports and consultations with staff conducted at inception phase include: insufficient resourcing of dedicated gender staff at regional and country levels as well as capacity gaps; data completeness and accuracy; ability of the current indicators to capture system-level changes on gender beyond process implementation, as well as changes in social norms and adolescent girls' outcomes; the perception that the M&E system is over-complicated and time-consuming; and mixed perceptions of the extent to which the GAP is able to influence sectoral and country plans. In addition, workplace discrimination was highlighted in an independent task force report (2020) that issued internal recommendations on discrimination, including salary-based discrimination.</p> <p>Finally, despite an acknowledgment that there is progress in ownership of the UNICEF mandate on gender amongst staff, aided by the Gender Policy and GAP, there were mixed perceptions on the extent to which leadership at all levels fully own gender as part of UNICEF's mandate, which focuses on child rights. These issues will be further explored in the evaluation report.</p>	
Assumption	Indicators	Data sources and analysis methods
A2 The GAP and Gender Policy are flexible and influence sector and country plans, in development and humanitarian contexts (SQ 2.1)	<ul style="list-style-type: none"> • Number of regional and country GAPs. • “% countries where CO has a Gender Action Plan”. • “% countries with clear gender results identified in key documents - CPD, AWP, ROMP/OMP. • “% countries integrating UNICEF's minimum standards for gender in the CCCs' in Emergencies”. • Evidence of clear linkages between the GAP and the Strategic Plan, as well as the gender results integrated in goal areas and in CPDs. 	<ul style="list-style-type: none"> • GAP Indicators analysis • Strategic plan • Regional GAPs • Country Case Studies: <ul style="list-style-type: none"> ○ Analysis of Country Programme Documents (CPDs) and levels of alignment ○ Emergency preparedness, response and recovery plans

⁴ UNICEF, 2022, GAP Annual Report 2021

	<ul style="list-style-type: none"> • Perception of the usefulness of the GAP to ensure sectors do promote gender equality in the office and in the programmes (attribution). • Perception of enabling and hindering factors to integrate gender in plans. 	<ul style="list-style-type: none"> ○ Analysis of sector plans • Analysis of staff survey
A4 Evidence, indicators, indexes and results collected on gender equality are efficient, relevant, reliable and available to effectively inform decision making (SQ 2.2)	<ul style="list-style-type: none"> • “% countries using gender RAM standard indicators in programming platform”. • Level of disaggregation on CSIS and RAM standard indicators • Completeness and accuracy of data analyzing data in countries visited. • Perception on user-friendliness of the M&E system and tools to make data accessible. • Levels of competency to report on Gender Equality Marker (GEM) • Evidence, data and analysis related to norms, intersectionality, adolescents informing programming at country level. • Challenges experienced and facilitating factors for correct use of the M&E system, and examples of use to influence decision making 	<ul style="list-style-type: none"> • M&E gender data review against targets • Country case studies • <i>Survey results analysis</i> • <i>Trends analysis</i> on GAP indicators: • Comparative analysis: Examples of good practices (data and M&E systems) coming from other organizations
A7 Financial investment on gender is commensurate to the needs and to the scale of the GAP commitments (SQ 2.2)	<ul style="list-style-type: none"> • % expenditure for gender transformative programming in a) UNICEF overall and b) in humanitarian contexts. • Gender integrated expenditures (programmes with a gender dimension but for which gender is not the principal objective) • Trends in investment on gender against SWAP and internal targets. 	<ul style="list-style-type: none"> • Country case studies – KII with CO staff KII • Trend analysis on GAP indicators related to spending
A8 Good-quality gender analysis is systematically conducted in documents informing and guiding UNICEF work at all levels (SQ 2.1)	<ul style="list-style-type: none"> • GAP indicators analysis: % of countries completing a GPR; systematic analysis of gender power dynamics and gender relations. • % countries operating in a humanitarian context which conducted a rapid gender analysis • Evidence/examples of gender analysis used in programmatic work, including GPR recommendations translated in CPD and evidence of rapid gender assessments use in emergencies 	<ul style="list-style-type: none"> • Survey results analysis • Analysis of a sample of Sectoral Plans and Regional plans • Country case studies: • Analysis of CPDs and a sample of programme documents in various sectors • Emergency preparedness, response and recovery plans

	<ul style="list-style-type: none"> • Barriers and enabling factors to conducting gender analysis • Levels of knowledge of staff on concept of intersectionality and experiences in applying it in programming 	<ul style="list-style-type: none"> • Trends analysis on GAP indicators, where possible
A2 The gender technical/focused staff have adequate power to influence decisions (SQ 2.4)	<ul style="list-style-type: none"> • Number of gender-focused staff; level in the hierarchy, experiences and examples of influencing discussions • Perception of influence and credibility of gender staff • Examples of influences and support • Hampering and enabling factors 	<ul style="list-style-type: none"> • Comparative analysis: Examples of good practices coming from other organizations • KII • Survey • Case studies Analysis of Human Resources data
A14 Gender equity is promoted through internal policies, practices, processes and widely communicated across the organization (SQ 2.4)	<ul style="list-style-type: none"> • % countries meeting the GAP staffing guidance. • % countries meeting virtual parity at all IP/NO/GS levels. • Evidence of gender equality considerations in staff policies, practices and processes. • Extent to which gender parity is effective in various levels and sectors. • Examples of measures implemented over time, to promote gender parity, as well as gender equity, non-discrimination, staff wellbeing in the office, work-life harmony and inclusion, and perceptions of results. • Hampering and enabling factors. 	<ul style="list-style-type: none"> • Comparative analysis: Examples of good practices from other organizations • HR documents Survey • KII • Quantitative data analysis • Analysis of results of the global staff survey, Pulse check (gender disaggregated results)
A12 Accountability systems on gender are sufficient, known, and used (SQ2.4)	<ul style="list-style-type: none"> • “% countries where CO has a Gender Action Plan”. • “% countries where CO has the leadership, oversight and accountability at an appropriate management level (Dep. Rep.) . • “% countries where CO Programme Management Plan defines accountabilities to achieve gender results across sectors”. • “% countries where CO organizes regular meetings on the implementation of the gender priorities”. • “% countries with a system in place to prevent and respond to sexual exploitation and abuse “. • Perception of the comprehensiveness and effectiveness of accountability mechanisms on gender for leadership at all levels, as well as all sectoral staff. 	<ul style="list-style-type: none"> • Documents review – HR performance tracking systems for managers • Quantitative data on SEA at CO level KII • Survey • Trend analysis on GAP indicators • Comparative analysis: Examples of good practices coming from other organizations

	<ul style="list-style-type: none"> Evidence of use of SEA prevention mechanisms at CO office. 	
<p>A5 Staff at all levels across UNICEF have increased understanding of their role on gender, and adequate capacity, support, resources, incentives and motivation to apply a gender lens in their role (SQ 2.1)</p>	<ul style="list-style-type: none"> “% of staff who agree with the gender equality statement. “% countries with at least one senior staff trained on in gender equality”. “% countries with at least one staff Gender Pro Credentialed. “% countries where at least 50 per cent of staff took the mandatory. Foundational gender (pro) training”. Trend analysis of GSS data. CSIs on capacity building indicators (all staff/leadership) and value statement. Evidence of staff capacity building initiatives (training, tools, mentoring), values-based gender training and perception of usefulness. Perception on the level of support staff receive on gender and their effectiveness/usefulness (by different staff constituencies: programme sectoral staff, HR, management). Evidence of incentivization and dis-incentivization to work on gender perception of technical staff of their role on gender. 	<ul style="list-style-type: none"> Country case studies <ul style="list-style-type: none"> FGDs with technical staff, support staff (and management) Global Staff Survey results analysis Review of a selection of gender tools and guidance available for staff Quantitative data analysis Trend analysis on GAP indicators
<p>A2 UNICEF is able to influence government priorities on gender and to catalyse national policies and investments (SQ 2.3)</p>	<ul style="list-style-type: none"> Examples of influence of UNICEF in government policies, laws and investments on gender. Perceptions and analysis of enabling and hampering factors. Perception of support received and needed to influence. 	<ul style="list-style-type: none"> GAP annual reports UNICEF annual reports Country case studies: <ul style="list-style-type: none"> Country visited activity reports KII with technical and management staff and external stakeholders
<p>A10 There is a shared willingness to collaborate on gender responsive work across UN agencies and inter- agency collaboration is effective (SQ 2.3)</p>	<ul style="list-style-type: none"> Perceptions of UNICEF role and comparative advantage and opinion on UNICEF contribution, relative to partners, including in joint programmes. Hampering and enabling factors. Evidence of clarity of roles and responsibilities of UN organizations in gender-related work and overlap. Trend analysis on GAP indicator: “CO has a joint programme on gender equality with other UN entities”. 	<ul style="list-style-type: none"> Case studies <ul style="list-style-type: none"> KII with UN and government partners KII and FGD with Country staff Comparative analysis: Examples of good practices coming from other organizations

<p>A9 It is relevant to UNICEF intervention goals to partner with women and girls' organizations and networks, the organizations are willing to enter into partnerships with UNICEF and UNICEF procedures allow for mutually reinforcing partnerships to be forged (EQ 2.3)</p>	<ul style="list-style-type: none"> • “% countries with partnerships with women and youth groups in programme design and monitoring”. • “% countries with partnerships with grassroots girls' and women's rights groups”. • “% countries with integration of gender issues in key partnership documents (proposals, RFPs, PCAs etc.)”. • Evidence of role devoted to WROs and girls' networks. • Perception of the meaningfulness of partnerships for UNICEF and women and girls' organizations, including role devoted to WROs and girls' networks in the partnerships. • Barriers and enabling factors to forging such partnerships. • Evidence of UNICEF's contribution to gender equality in the workplace and staff capacity on gender in partner organizations. 	<ul style="list-style-type: none"> • Case studies country data, incl. programme working with women and girls organizations <ul style="list-style-type: none"> ○ KII with NGO partners and UNICEF prog staff • Documents review • Trend analysis on GAP indicators, where possible
<p>EQ3: To what extent have UNICEF's programmatic results for gender equality throughout the life course been met across all five Goal Areas, particularly to advance adolescent girls' leadership and well-being, in both development and humanitarian settings? (effectiveness, impact)</p>		
<p>Sub-questions:</p> <p>3.1 In looking at examples where UNICEF has significantly contributed to gender equality across all five Goal Areas, what results have been achieved?</p> <p>3.2 What results have been achieved in advancing adolescent girls' leadership and well-being? (impact)</p> <p>3.3 To what extent has UNICEF contributed to producing transformative changes in gender norms and systems, and to tackling structural power dynamics, whether intended or not? (impact)</p> <p>3.4 What have been the enabling (and hindering) factors and processes, both within and outside UNICEF? (effectiveness)</p> <p>3.5 What lessons can UNICEF learn for broader application in programme design and implementation? (effectiveness)</p>		
<p>Evaluation criteria</p>	<p>Effectiveness, impact</p>	
<p>Background and understanding of the questions</p>	<p>GAP 3 seeks to integrate gender equality considerations throughout the life course across all sectors, with a special focus on advancing adolescent girls' leadership and well-being, as a response to the previous evaluation which recommended to “integrate gender, including transformative initiatives that would move UNICEF as a key gender-equality ally, into core programming areas”, as insufficient progress had been made on gender integration in previous GAPs. Programmatic results are achieved through various types of programme and projects interventions, as well as upstream policy and advocacy work.</p> <p>One of the main changes between GAP 2 and GAP 3 is the latter's more gender transformative ambition, in line with the Gender Policy, with an increased focus on shifting norms and promoting structural changes. Transforming norms and systems do take time and, as UNICEF's work on this was qualified as limited in the previous evaluation, and M&E evidence on gender transformation is scarce, our evaluation can only seek to identify the extent to which gender</p>	

	<p>transformative elements are included in the design of a sample of programmes, as well as early signs of shifts in norms, where possible. The evaluation report flagged the “patchy use (and inconsistent understanding) of broader transformative approaches”, which was confirmed by initial consultations with staff, though they also acknowledging great progress made. We will explore the extent to which GAP 3 has produced results to address the challenges noted in the previous evaluation and seek to identify any shifts in programme design and results between GAPs 2 and 3.</p> <p>This evaluation will also explore the extent to which UNICEF’s ability to integrate gender equality in country- and regional- level programming have been accelerated and the results achieved at output level, as well as UNICEF’s contribution to GAP 3 outcome results. For this, the evaluation will draw from examples of results across the five goal areas and within adolescent girls’ programmes identified in the countries selected, and from a synthesis of those identified through a review of the documentation. This qualitative evidence will be triangulated with analysis of quantitative data aggregated at global level, looking at output and outcome indicators and conducting trend analysis where possible.</p> <p>In conducting these analyses, we will also explore the extent to which gender results identified can be attributed to the GAPs and Gender Policy, noting that the last evaluation found “a limited role of the GAP in stimulating gender equality- related activity across UNICEF. Instead, most effort was driven by context, rather than the GAPs, and/or by individual staff recognition of, and commitment to, gender concerns”.</p> <p>In exploring outcome results, this evaluation will consider those indicated in the GAP, as well as any others that have emerged from UNICEF programming.</p> <ol style="list-style-type: none"> 1. Quality maternal health care and nutrition, HCT and Care; adolescent girls nutrition and pregnancy care/HIV-HPV prevention 2. Gender responsive education systems and equitable access to education for all; advance girls’ education and skills 3. Addressing violence against girls, boys and women and harmful practices; eliminate child marriage and early unions 4. Equitable WASH systems, accessible menstrual health and hygiene services 5. Gender responsive social protection systems and care work 	
Assumption	Indicators	Data sources and analysis methods
A6 Results on gender are produced at scale in various sectors and contexts, and they can be attributed to the GAP (EQ3.1; EQ3.2; EQ3.4; EQ 3.6)	<ul style="list-style-type: none"> • Qualitative and quantitative evidence of results related to gender (output and outcomes) on a sample of programmes, in humanitarian and development contexts, per sector, and trends, including programmes related to adolescent girls. • Quantitative evidence of results related to gender along the GESI continuum in humanitarian and development contexts, per sector, and trends. 	<ul style="list-style-type: none"> • Document reviews <ul style="list-style-type: none"> ○ Evaluations of joint programmes and a selection of programmes in various sectors ○ Activity reports from a sample of CO, RO, global levels ○ Adolescent girls’ strategy annual

	<ul style="list-style-type: none"> • Perceptions on barriers and enablers to achieving results. • Perception and experience of the GAP and Gender Policy in stimulating and influencing results related to gender equality. 	<ul style="list-style-type: none"> • reports • <i>Analysis along the GESI continuum</i> • Possible use of IA analysis • <i>Analysis of GAP Standard indicators</i> on gender analyses and programmatic monitoring and mandatory CSIs • FGDs and interviews <ul style="list-style-type: none"> ○ Country case studies ○ FGD Sectoral staff, KII management & gender staff ○ FGD with regional staff
A15 UNICEF works across all levels of the socioecological framework to achieve sustained transformative change for gender equality (EQ3)	<ul style="list-style-type: none"> • Examples of upstream work, aimed at influencing governments, laws and policies, and work at individual, family, community levels. • Evidence of barriers and facilitating factors to operate at upstream level, influence governments, laws and policies on gender equality, and promote women's rights, alongside children's rights. • Existence of M&E indicators and other evidence recording changes in gender transformation, including norms and early signs of change. 	<ul style="list-style-type: none"> • UNICEF programme portfolio in CS countries CPD, annual reports • GAP indicator matrix • Comparative analysis: Examples of good practices coming from other organizations
A18 The integration strategy and the existence of other cross cutting issues do not dilute the gender agenda	<ul style="list-style-type: none"> • Examples of interventions using a cross-sectoral approach and their results on gender. • Examples of intersectional approaches. • Perceptions of the level of integration between gender and other cross-cutting areas. • Hampering and facilitating factors. • Trends in funds allocated to gender, compared with those allocated to other cross-cutting issues. • Incentives to consider gender, in comparison to other cross-cutting issues. 	<ul style="list-style-type: none"> • UNICEF programme portfolio in CS countries • CPD, annual reports • HR • Comparative analysis: Examples of good practices coming from other organizations
A9 There are sufficient incentives, structures and motivations for cross- sectoral collaboration within UNICEF, including on the humanitarian and development nexus	<ul style="list-style-type: none"> • Examples of interventions using a cross-sectoral approach and their results on gender. • Perceptions of incentives and disincentives for cross-sectoral collaborations. • Enabling and hampering factors. 	<ul style="list-style-type: none"> • Staff KIIs and FGDs

Annex 5: Data collection topic guide – Comparative analysis

The following themes will be explored in the Comparative Analysis conducted with organizations outside UNICEF.

- Gender transformative approach – challenges and ways to promote it in contexts where anti-gender values prevail
- Considering gender in policies and programming processes, including:
 - Approach: Gender mainstreaming versus other approaches (single track gender goals or mixed approaches)
 - Ways to conduct and encourage gender analysis
 - Monitoring and evaluation and use of data
 - Human and financial resources for gender equality and how those are measured
- Partnerships with women and girls' organizations to promote gender equality
- Accountability and leadership for gender equality programmatic results and in the workplace
- Gender equality in the workplace including:
 - Parity in staffing
 - Women's wellbeing in the office, considerations for diversity of families
 - Staff capacity on gender
- Contribution of institutional enablers to organizational culture on gender equality
- Contribution of institutional enablers to gender programmatic results
- Gender and other cross-cutting priorities
- Key issues and lessons learned.

Annex 7: Data collection tools

A toolkit will be finalized post pilot and can be included at this stage.

Annex 8: Informed consent documents

Informed consent for the staff survey can be found in the survey tool

Informed consent form for adults (UN, government, implementing partners stakeholders etc.)

Background information

Thank you for your interest in this research. Our names are XX and XX. We are sending you this information sheet to provide more details about the project, and a consent form for you to complete.

[Social Development Direct \(SDDirect\)](#) has been commissioned by UNICEF to conduct an evaluation of UNICEF Gender Action Plans. The evaluation will assess:

- Gender Policy and GAPs conceptual framework: The evaluation will examine the strategic positioning of gender in UNICEF's new Strategic Plan, analysing the gender policy, GAP conceptual framework and Theory of Change.
- Institutional enablers and their implementation: The evaluation will assess how the GAP is implemented, including programming processes, monitoring systems, financial resources, leadership and accountability, at the headquarters, regional and country levels.
- Programmatic results and integration of gender equality across programmes: The evaluation will examine overall programmatic results based on available indicators and implemented activities, and assess the outputs and the contribution to outcomes as defined in the GAPs in selected case studies. In particular, the evaluation will assess to what extent UNICEF has mainstreamed gender equality across its five Goal Areas in the Strategic Plan.

As part of this evaluation, we will be interviewing a range of different stakeholders who can share valuable insights. We will be interviewing representatives from UNICEF, civil society, government, implementing partners and other development actors. We have identified you as an individual / organization that could make a valuable contribution to this research.

About SDDirect and the evaluation team

SDDirect is a UK based social inclusion consultancy that provides specialised research, evidence and technical assistance related to gender equality, disability and social inclusion for overseas development programming and policy. You can find out more information about us on our website at <https://www.sddirect.org.uk/>

The researchers for this evaluation include:

- Jo Feather – Quality Assurer – jo.feather@sddirect.org.uk
- Celine Mazars – Team Leader – celine.mazars@sddirect.org.uk
- Alix Clark – Deputy Team Leader – alix.clark@sddirect.org.uk
- Florianne Gaillardin – Senior Gender Consultant – florianne.gaillardin@gmail.com
- Lucia Soldà – Researcher – lucia.solda@sddirect.org.uk
- Hanna Smit – Researcher – hanna.smit@sddirect.org.uk
- Sonal Zaveri - sonalzaveri@gmail.com

If you have any questions about the research or the process, please get in touch with our evaluation team.

Principles for this research

The information that we collect will be kept confidential and only shared within the research team. The data will be stored in a secure and locked folder online. If you require any additional support for the interview/study/activity to meaningfully participate, please also let us know what arrangements or equipment you require.

Benefits and risks to your participation

By taking part you will be contributing to the growing evidence on UNICEF's work on gender equality that will influence the strategic planning of UNICEF globally. With your approval we would acknowledge your organization's contribution to the research in the publication of the final report and any public or internal events related to its release. If, however, you prefer your organization's name not to be included we would of course protect your anonymity. We welcome ideas on other ways your contribution can be acknowledged. Participation will not impact future funding opportunities or specific donor engagement. This is purely an evidence gathering exercise. We do however hope the research will be useful to a range of organizations, including the government and other development partners and donors, and help share policy and programming moving forward.

The research process

Your participation in this exercise is voluntary. You have the right to withdraw your consent or end the interview at any point, even if you have already agreed to participate. You have the right to refuse to answer individual questions, and to ask that answers given to questions be deleted. If you agree to take part, you will participate in an interview/focus group discussion for approximately 45- 60 minutes.

We aim to finish the research by XX.

After all the data collection is completed, the research will analyse the findings and draft a report, discussed with the UNICEF Gender Team and Evaluation Office, the Evaluation Reference Group and the Youth Advisory Group. We will inform you about the research findings before we publish the report and check if you are happy with how we have presented the information you shared. The final report will be published online on UNICEF Evaluation Reports database.

Confidentiality and data protection

The fact that you are taking part in this research is private and only members of the research team and UNICEF know that you have been invited. Any information that can identify you will be removed. It will not be shared in any future reports.

The researchers will take notes during the interviews. Only the research team will have access to the interview notes. Interview notes will also be stored safely on their computers, and they will not include information that can identify who you are. Instead of your name, a unique number will be assigned to the information you provide, including in notes and recording. The key that links your name and assigned number will only be available to the researchers and your information will be kept on a locked computer drive. Consent forms will be stored separately to interview notes. None of your personal contact information will be shared in the final report.

All anonymized data will be securely and anonymously stored by the UNICEF Evaluation Office, they will retain this data after the close of the evaluation and may use this for secondary analysis. All identifiable data will be removed before we share this data with UNICEF. This will not be attributable to you.

Data protection rights

We use the information you provide to us in order to carry out or inform our research. Throughout the process we will endeavour to protect your identity, however there may be times when we combine or analyse your data in a way that means you could be identified. We do not share personal data with anyone unless the law says we must (a legal obligation), for example to carry out checks under our due diligence policy or for audit purposes.

Under data protection law, certain types of personal information are recognised as 'sensitive', including health information and information regarding race, religious beliefs, and political opinions. If you have agreed, we may collect such special category information¹ during our interviews if the purpose of our research needs it. You can withdraw your consent for us to use

this data at any time. Unless you have agreed to be identified, we remove any personally identifiable information from our data sets, notes, and reports to make sure you cannot be identified from the research and reporting we do. Any information you provide will remain anonymous during our research and reporting.

If you have any questions regarding your personal data or would like to receive more information, contact SDDirect’s Deputy Team Lead, Alix Clark (see details below).

Questions or complaints about the evaluation

If you have any questions you can contact:

- SDDirect’s Deputy Team Lead, Alix Clark (email: alix.clark@sddirect.org.uk , WhatsApp: +447535677413)
- UNICEF’s Evaluation Manager, Erica Mattellone (email: emattellone@unicef.org; mobile: +1 646 643 3701)
-

If you would like to report any concerns about the research, you can either contact the Team Lead, Celine Mazars, or use SDDirect’s Whistleblowing line: Whistleblowing@sddirect.org.uk/ +447760194697.

Consent Form

SDDirect’s research team will use this form to confirm whether you agree to participate in the research or not. You do not have to take part in this study. You can stop at any time. You do not have to give a reason for stopping. There will not be any negative effects for you if you decide to stop.

Please write either yes or no in response to the following statements.

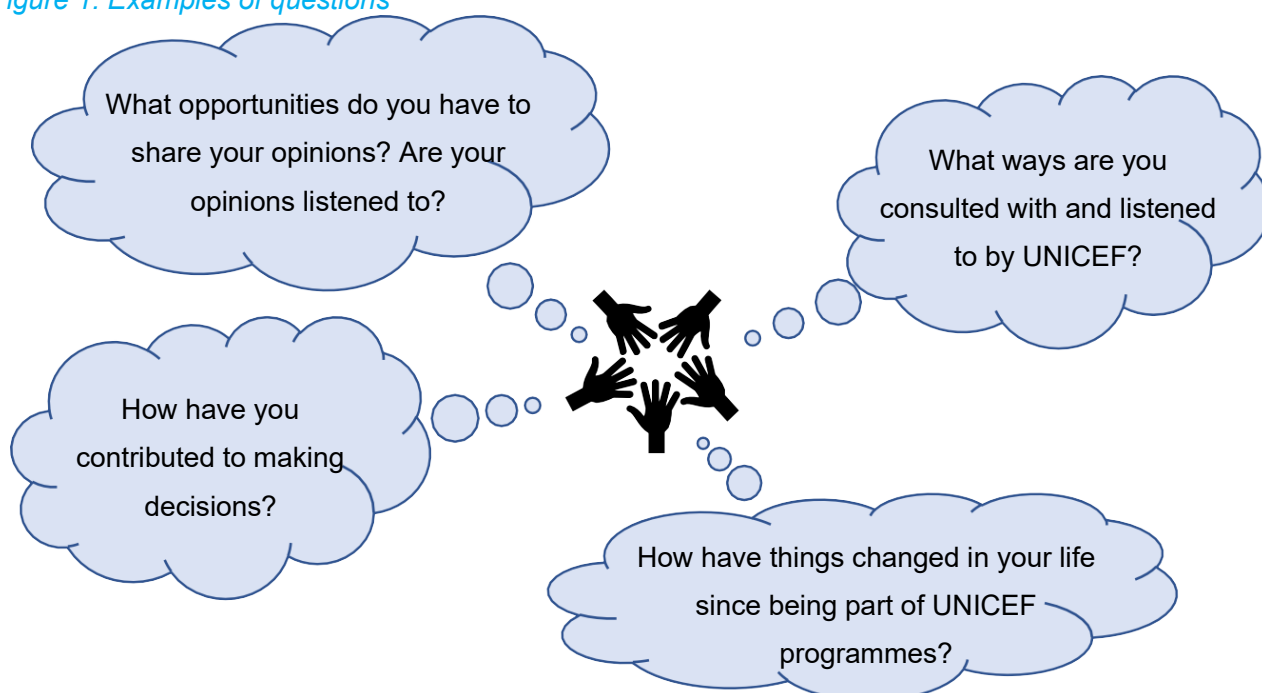
	Yes / No
I confirm that I have been given and understood the information provided for the above research and have asked and received answers to any questions raised.	
I understand that my participation is voluntary and that I am free not to answer any question, and to withdraw at any time without giving a reason and without my rights being affected in any way.	
I understand that SDDirect’s research team will hold all information and data collected securely and in confidence and that all efforts will be made to ensure that I cannot be identified as a participant in the evaluation (except as might be required by law) and I give permission for the researchers to hold relevant personal data ² .	
I agree to have my discussion recorded and securely stored and only available to the evaluation team. Recordings will be permanently deleted once the evaluation is completed.	
I agree that anonymized data can be shared and held by the UNICEF Evaluation Office.	
I agree to the use of my words in publications/reports without mention of my name/address/identifying information.	
I agree that my information used in the study will be securely and anonymously stored electronically by the UNICEF Evaluation Office, they will retain this data after the close of the evaluation and may use this for secondary analysis. All identifiable data will be removed before we share this data with UNICEF. I agree to take part in the above evaluation.	

Annex 8: Adolescent informed consent and assent forms (including parental consent form)⁵

Hello, my name is [insert name of SDD evaluation team member or national expert collecting] with Social Development Direct, a company based in the United Kingdom. We were hired by UNICEF to look at how well UNICEF are implementing their Gender Policy and Gender Action Plan across their work. Through this evaluation, we are to speaking to young people about:

- their experiences of working with UNICEF programmes
 - if they feel their views and insights are heard and actioned by UNICEF
 - if UNICEF's programmes are what young people want and need.
- For example, we'll be asking:

Figure 1: Examples of questions



You/your child is being invited to take part in these activities. First, I will describe the activities and your/your child's role in it. If anything does not make sense, please ask me to stop and I will better explain. Please listen carefully, feel free to ask any questions, and take as much time as you need. When you feel like you understand all of the information given and if you agree to take part in the study, then I will ask you to sign or mark this form. You will get to keep a copy of the form for yourself.

Purpose

We are undertaking these activities to learn how well UNICEF are implementing their Gender Policy and Gender action Plan across their work.

Procedures

You are/your child is being invited to participate in a Focus Group Discussion carried out by SDD's Evaluation Team on [adapt based on specific date of FGD and duration of participation]. If you agree to participate/that your child can participate in these activities, you/your child will be asked questions about your/their participation in UNICEF programmes and their experiences with it. You may choose to withdraw your/your child's involvement at any time by informing [name of

⁵ Adapted from Tool D.2. in UNICEF Guidance note on ADAP in UNICEF M&E:
<https://www.unicef.org/evaluation/media/2746/file/UNICEF%20ADAP%20guidance%20note-final.pdf>

SDD's national expert in each country].

Risks

We do not foresee high risks if your child take part in these activities. However, if you/your child feel upset or uncomfortable talking about something, or are/is hurt because their participation in these activities, you/they will be directed to [local organization/UNICEF in each country].

Benefits

While you/your child's participation in these activities will not benefit you/them directly, we hope your/her/his participation will help us learn more about how UNICEF can involve children and adolescents in their activities, which could ultimately benefit children widely. We also think you/your child might find it interesting to meet other peers and learn more about research work.

Compensation

You/your child will not be given any financial or other incentive to take part in these activities. We will however compensate individual participants for the time and effort you put into the activity, for example by providing refreshments and refunds for travel.

Confidentiality

All of the information you/your child shares with us will be kept confidential and anonymous. Your child's name will not be linked with anything you say in our records. Only the research team will have access to the information you/your child shares with us. Your/your child's answers will only be used by UNICEF for evaluation purposes.

Your name/the name of your child and any other personal information about you/her/him will never appear in any reports or publications about this study.

The answers you/your child share with us will be stored in safely in paper and transfer as soon as possible to laptops. All data will be securely and anonymously stored by the UNICEF Evaluation Office, they will retain this data after the close of the evaluation and may use this for secondary analysis. All identifiable data will be removed before we share this data with UNICEF.

Voluntary Participation

Participation in these activities is completely voluntary. This means you are/your child is free not to participate in this project, you may end your/your child's participation at any time for any reason. You/your child may choose not to answer any questions without anything bad happening, for example, you/her/him would not lose the compensation for transport costs.

Questions or Complaints

If you have any complaints, problems or questions about these activities, you may call [local contact name] at [local phone number].⁶

Agreement to Participate

Just so that I know that I have been clear enough, can I ask you what do you understand about:

- What I am asking these questions and what the information will be used for?
- the activities you will be participating in and how you/your child can withdraw from the activities?
- your privacy?
- Do you have any questions about what I have read?
- IF YES: Answer all questions
- IF NO: Proceed

If I have answered all of your questions, do you agree to participate in this study?

- YES
- NO

I have read the above information, or it has been read to me. I understand that I am not giving up

⁶ This will be adapted for each country case study – will include the National Consultant and SDDirect contacts (Celine or Alix), and/ or UNICEF Country office – TBD

any rights by signing this form (if illiterate: by agreeing to participate in this study). All of my questions have been answered and I agree to participate in this study.

Printed Name of Respondent (Young person or Parent/ Legal Guardian)

Signature of Respondent (if literate) Date

Printed Name of person obtaining consent

Signature of person obtaining consent

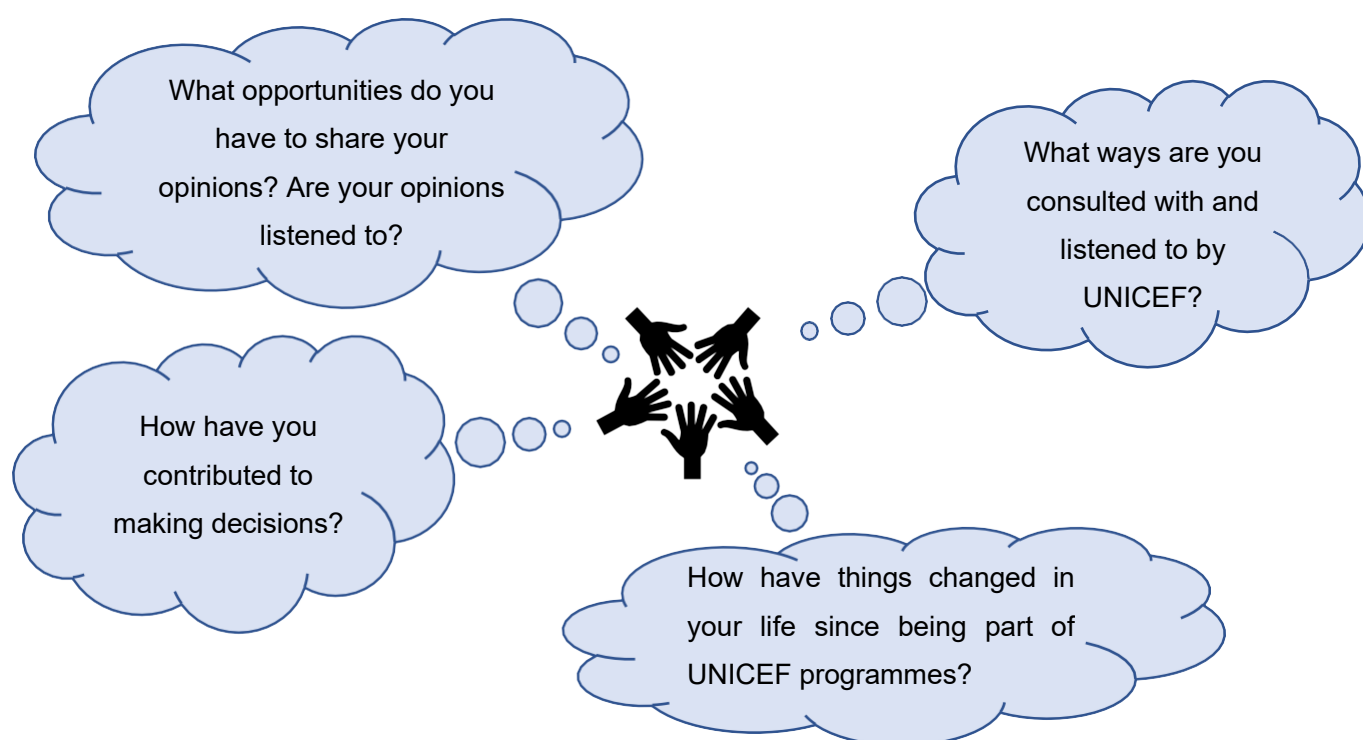
Adolescent Oral Assent Form

Hello, my name is [insert name of SDD evaluation team member or national expert collecting] with Social Development Direct. We were hired by UNICEF to look at how well UNICEF are implementing their Gender Policy and Gender Action Plan across their work.

I would like to talk with you about some evaluation activities we are doing. Evaluation activities are ways to learn about how well UNICEF are doing in implementing their Gender Policy and Gender Action Plan in UNICEF's work. Through this evaluation, we are to speaking to young people about:

- their experiences of working with UNICEF programmes
- if they feel their views and insights are heard and actioned by UNICEF
- if UNICEF's programmes are what young people want and need.
- For example, we'll be asking:

Figure 2: Examples of questions 2



Purpose

We are undertaking these activities to learn how well UNICEF are implementing their Gender Policy and Gender action Plan across their work. You are being asked to join the focus group discussion because you might be able to help us learn more about this. I will talk about the focus group discussion now and if you don't understand something, please tell me and I will better explain.

Procedures

If you would like to join the focus group discussion, I will ask you some questions about UNICEF's involvement of adolescents in their programmes. This will take about [length of time].

Risks

If you join the focus group discussion, you may feel upset or uncomfortable talking about something.

Benefits

We hope the answers you give us will help us learn more about how UNICEF involve children and adolescents in their activities, which could ultimately benefit children widely. We also think you might find it interesting to meet other peers and learn more about research work. But neither you nor your family will receive any benefits or rewards because you join the study.

Compensation

You will not be given anything, like gifts or money as an incentive to take part in these activities. We will compensate you for the time and effort you put into the activity, by providing refreshments and refunds for travel.

Confidentiality

When we talk, I will write down what you say so I don't forget it. I will not share your answers with anyone outside my team. I will not show your answers to your parent/caregiver, or anyone else. When we finish this study, we will write about what we learned. But this will not say your name. All data will be securely and anonymously stored by the UNICEF Evaluation Office, they will retain this data after the close of the evaluation and may use this for secondary analysis. All identifiable data will be removed before we share this data with UNICEF.

Voluntary Participation

You do not have to be in this focus group discussion if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents know about the study too. You may say "No" to answering any questions. You may stop talking with me at any time. If you say "No" to answering any questions, nothing bad will happen to you or your family, and no one will be mad at you.

Questions or Complaints

If you have any complaints, problems or questions about these activities, you may call [local contact name] at [local phone number].

Agreement to Participate

Just so that I know that I have been clear enough, can I ask you what do you understand about:

- What I am asking these questions and what the information will be used for?
- the activities you will be participating in and how you/your child can withdraw from the activities?
- your privacy?
- Do you have any questions about what I have read?
- IF YES: Answer all questions
- IF NO: Proceed

Do you want to be in this study

- YES, subject agrees to participate
- NO, subject does not agree to participate

I have read the above information, or it has been read to me. I understand that I am not giving up any rights by signing this form (if illiterate: by agreeing to participate in this study). All of my questions have been answered and I agree to participate in this study.

Printed Name of Respondent

Printed Name of Interviewer

Signature of Interviewer, Date

Annex 9: Data security and protection protocol

Access to data collected as part of this evaluation will be restricted to members of the evaluation team, on a “need to know basis”, so teams can share general access to a locked folder, or restricted access, while access to identified data is limited to a specific subset of the team.

As a rule, personally identifiable information (PII) and sensitive data unless strictly needed for the evaluation will not be collected or stored. Each evaluation team member has the responsibility to keep primary data (i.e. notes, audio recordings, chat conversations, transcriptions, survey responses, informed consent forms) safe on their electronic devices and hard-copies, if any, will be stored in safe places.

Anonymous survey data from UN staff will be collected through KoBoToolbox. KoBoToolbox is an integrated set of tools for building forms and collecting interview responses. The software is built for easy and reliable use in difficult field settings, such as humanitarian emergencies or post-conflict environments. Since its creation, KoBoToolbox has been extensively used for both data collection and analysis by many humanitarian and international agencies including the United Nations High Commissioner for Refugees (UNHCR), United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA), the International Organization for Migration (IOM), and the World Bank Group (WBG). Data will be stored in KoBoToolbox servers, then downloaded and uploaded to Dropbox for analysis, then deleted from KoBoToolbox servers.

Electronic data will be saved in SDDirect SharePoint folders that are only accessible to the evaluation team. Any copies and notes stored on individuals’ devices will be **password-protected** and have auto-lock settings active. Files containing primary data will not be shared by email or using shared computer drives. Hard-copies of data including video, photos and audio files and notes related to the evaluation will be kept safe, never left unattended, and their transportation will be limited. No identifiable data will be collected without consent, and never when the research involves particularly vulnerable groups including survivors of sexual exploitation, abuse and harassment, LGBTQI+ people, persons with disabilities. Hard copy data will be destroyed safely as soon as it is transferred into soft copy.

Where primary data including PII is collected for analysis, data will be separated from the PII, so it is fully anonymized.

Personal or sensitive data (e.g., non-anonymized databases, registration lists) will not be shared with third parties, such as UNICEF RO and COs, governments, or others.

After the evaluation report has been finalized and approved by UNICEF, all primary data will be destroyed. Relevant anonymized primary raw data will be shared with the evaluation office, if requested. All members of the evaluation will review and adhere by the ethical principles of this evaluation and will sign a data confidentiality agreement stating that they agree to the appropriate use, confidentiality, and protections for sharing, and storage of data collected for this evaluation.

Privacy Notice for participants:

The data we use

We use the information you provide to us in order to carry out or inform our research. Throughout the process we will endeavor to protect your identity, however there may be times when we combine or analyse your data in a way that means you could be identified. We do not share this data with anyone unless the law says we must (a legal obligation), for example to carry out checks under our due diligence policy or for audit purposes.

Under data protection law, certain types of personal information are recognized as ‘sensitive’, including health information and information regarding race, religious beliefs, and political

opinions. If you have agreed, we may collect such special category information⁷ during our interviews if the purpose of our research needs it. You can withdraw your consent for us to use this data at any time. Unless you have agreed to be identified, we remove any personally identifiable information from our data sets, notes, and reports to make sure you cannot be identified from the research and reporting we do. Any information you provide will remain anonymous during our research and reporting.

Third party sharing and storage

We use third party providers to store your data on our systems and may include servers hosted in the United States. We do not transfer your data to a third country unless that country provides sufficient and adequate security measures to protect your data.

Where necessary, we share data with partners providing services to us or that we work in partnership with, for example other research partners or humanitarian agencies.

We will keep your information no longer than reasonably necessary for the purposes for which we hold it, and will store and delete it securely in accordance with our internal policies.

Your rights

You have a number of rights with regard to your personal data, including:

- the right to request access and obtain a copy of your data – this means everything we hold that relates to you,
- the right to request correction or erasure of your personal data,
- the right to restrict or object to processing.

To exercise any of these rights or, if you have would like more information or have any concerns as to how your data is processed, you can contact our Data Protection Officer at dataprotectionofficer@sddirect.org.uk. If you are under 18, your parents or guardian may need to help with this.

If you are not happy with how we have handled your request or complaint, you can also contact the UK Government Information Commissioner's Office, which oversees the protection of personal data in the United Kingdom, by visiting their website (ico.org.uk) or using their help line +44 303 123 1113.

⁷ Special category data includes data that relates to:

- racial or ethnic origin;
- political opinions;
- religious or philosophical beliefs;
- trade union membership;
- genetic data;
- biometric data (where used for identification purposes);
- health;
- a person's sex life; and
- a person's sexual orientation

Annex 10: Final report outline

The report will include the following elements:

- Executive Summary
- Evaluation Purpose, Objective(s) And Scope
- Evaluation Methodology
- Findings
- Conclusions and lessons learned
- Recommendations

Annex 11: Country selection matrix

To cover a representative cross-section of UNICEF’s work, the Evaluation Team proposes undertaking one country case study per region of UNICEF’s work, consisting of six full country case studies and one ‘top-up case study’ building off SDDirect’s Formative Evaluation of Gender Transformative Programming through Investment in Adolescent Girls’ Leadership in Eastern and Southern Africa (2023). The selection of these countries has been undertaken during the Inception Phase using an appreciative inquiry approach, which focuses on strengths rather than weaknesses, identifying examples of COs that have been effective in bringing about institutional shifts in gender work, or countries that have strong gender transformative practices and results. This will help to capture learning of what works, across different contexts.

To avoid bias, the team will supplement these case studies with data collection (survey and additional KIIs) from one country office per region which does not fulfil the appreciative inquiry criteria. This will help capture challenges and hinderances to implementing the Gender Policy and GAP across UNICEF contexts of work.

Phase one: Selection criteria refinement and country mapping

The first phase of selecting case study countries involved refining a set of key criteria, and mapping the 129 UNICEF country offices against them, through a review of documents and datasets provided by UNICEF, and publicly available documents. Criteria included:

- Country office information: Overall budget, total gender spend, spend on GAP priority areas, and size of office
- Country context: Gender Inequality Index, humanitarian and fragile and conflict settings (FCAS), country income level, and travel safety/ considerations
- Evaluative efforts: Number of evaluations undertaken in-country between 2020-2023
- UNICEF Gender Indicators: Gender marker (TAG), presence of a gender flagship program, GAP standard score, and whether country offices have reported gender equality results that are transformative
- Qualitative information: Relevant information provided by key informants and survey respondents during the Inception Phase, and COs availability to participate in the evaluation

Phase two: Developing a shortlist

The shortlisting process sought to achieve, through a combination of countries, the highest coverage of several criteria among those selected for the case studies. Taking a regional approach, the decisions to include, or discard, countries on the shortlist was based on the criteria in [Table 16](#). The resulting shortlist consisted of 23 countries.³⁵

Table 4: Primary criteria for shortlisting case study country selection

Primary Criteria	Rationale for shortlisting
Number of evaluations	If COs had participated in a high number of evaluations or case studies in recent years, the country was not considered.
Humanitarian settings and FCAS	Sanctioned countries and destinations with ‘Extreme’ travel advisories were removed based on insurance and safety considerations, as well as a decreased likelihood of working with civil society on data collection. All other Humanitarian and FCAS settings were otherwise reviewed for the shortlist.
Gender Flagship Programmes	COs with Gender Flagship Programmes were included for consideration.

GAP Standard Score	All countries scoring above 70% were reviewed for the shortlist. ³⁶
Reporting transformative gender equality results	COs that report transformative gender equality results were included, as measured by indicator H5.6 Percentage of country offices reporting gender equality results that are transformative.
Qualitative information	If key informants and survey respondents suggested not to include a country in the evaluation, these were removed, or recommended a country, they were reviewed for the shortlist.

Phase three: Ranking the shortlist

The shortlist was then ranked by region against secondary criteria, which consisted of some additional country information and UNICEF operational parameters, see [Table 17](#).

Table 5: Secondary criteria for ranking case study country selection

Secondary Criteria	Rationale for ranking
Country Income Level	Countries were ranked to ensure a mix of Upper Middle Income (UMIC), Lower Middle Income (LMIC) and Low-Income (LIC) representation.
Gender Inequality Index (GII) Score	GII is a composite metric of gender inequality using three dimensions: reproductive health, empowerment and the labor market. A low GII value indicates low inequality between women and men, and vice-versa. Countries were ranked to ensure a range of GII scores are captured by case studies.
Country Office Size	Whether a CO was small, medium or large influenced the ranking of the case study countries, to ensure a diversity in representation.
Country Office Budget	The overall country budget from 2022-2023 was considered when ranking case study countries, to ensure a range of office budgets were represented in the evaluation.
Country Office total budget spend	Data on the grand total gender spend by CO in 2023 informed the ranking of case study countries, to represent a mix in resource spending.
Humanitarian settings	Data on humanitarian classification of the country and the work of the country office is being considered.

Phase four: Final selection

Based on the case study selection process and criteria, the following seven countries were selected.

Table 6: Final case study country selection

Region	Final Country Selection	Rationale	Alternative Country Option(s)
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EAPRO	Fiji	Development context, no Gender Flagship Program, reports gender equality results that are transformative, doesn't score >70% on GAP Standard Score. UMIC with low GII score. Large office size and mid-range budget size and gender spend from regional shortlist.	No-back up ⁸
ECA	Bosnia and Herzegovina	Development context, presence of Gender Flagship Program, reports gender equality results that are transformative, scores >70% on GAP Standard Score. UMIC with low GII score. Small office size with smallest regional CO budget and gender spend.	Tajikistan
ESARO	Mozambique ⁹	FCAS context, presence of Gender Flagship Program, reports gender equality results that are transformative, doesn't score >70% on GAP Standard Score. LIC with mid-range GII score, large office size and CO budget, highest gender spend from regional shortlist.	No-back up
LACRO	Peru	Development context, presence of Gender Flagship Program, reports gender equality results that are transformative, doesn't score >70% on GAP Standard Score. UMIC with low GII score. Medium sized CO, mid-range CO budget but highest gender spend from regional shortlist.	Dominican Republic
MENA	Egypt	Development context, presence of Gender Flagship Program, does not report gender equality results that are transformative, doesn't score >70% on GAP Standard Score. LMIC with mid-range GII score. Large sized CO, lower CO budget and gender spend from regional shortlist.	Jordan

⁸ Note that Fiji is the back-up country option for EAPRO and has confirmed interest and availability in participating as a result of other offices declining.

⁹ Mozambique featured as a case study country in SDDirect's Formative Evaluation of Gender Transformative Programming through Investment in Adolescent Girls' Leadership in Eastern and Southern Africa (2023), and can therefore be the top-up case study for this evaluation. See Section 3.3

ROSA	Bangladesh	<p>Development context, presence of Gender Flagship Program, reports gender equality results that are transformative, doesn't score >70% on GAP Standard Score.</p> <p>LMIC with mid-range GII score, large office size with large CO budget and high gender spend.</p>	Nepal Bhutan
WCARO	Democratic Republic of Congo	<p>FCAS context, no Gender Flagship Program, reports gender equality results that are transformative, does not score >70% on GAP Standard Score.</p> <p>LIC with highest range GII score from shortlist, large office size with highest CO budget and gender spend from shortlist.</p>	Guinea

Annex 12: Selected indicators for quantitative data analysis

This annex presents a preliminary list of indicators for quantitative data analysis. This list may be amended as data analysis progresses, including based on data completeness and availability.

GAP standard – Institutional enablers indicators

The GAP Standard is the main reporting framework on GAP institutional results at country level. This index provides an overall score on GAP institutional enablers for country offices. While the index result is reported as an overall score, its different components relate to all institutional enablers, and so have been included in the proposed list of indicators to analyse. The tables below present a proposed set of indicators for analysis, although a sub-set may be selected once completeness of data has been assessed.

Table 7: Proposed institutional enablers indicators for analysis

Dimension	GAP 2 indicators (2019-2021)	GAP 3 indicators (2022-2023)
"HOW"		
A. Gender analyses and programmatic monitoring	3. Identification of gender results in CPD results framework: 3a) integrated results 3b) adolescent girls' priorities Gender tagged standard indicators	7. Gender analysis and planning 7.1. GPRs: Systematic analysis of gender power dynamics and gender relations 7.2. Clear gender results identified clear in key documents - CPD, AWP, ROMP/OMP 7.3. Integrating UNICEF's minimum standards for gender in the CCCs' in Emergencies 7.4 If operating in a humanitarian context, has the CO conducted a rapid gender analysis? 7.5. Core package GBV risk mitigation activities conducted during the reporting year?
B. Data, research and evidence to support gender equality results	1. Gender Programmatic Review 2. Gender integration into Programme Documents (CPDs and PSNs)	8. Gender data and M&E 8.1. Gender RAM standard indicators used in programming platform 8.2. Level of disaggregation on RAM standard indicators 8.3. Level of disaggregation on CSIs

C. Financing	7. Gender expenditure Percentage of expenditures on programming with a primary focus on gender equality	6. Financing 6.1. % expenditure for gender transformative programming a) UNICEF overall b) In humanitarian contexts Gender integrated expenditures (programmes with a gender dimension but for which gender is not the principal objective)
D. Partnerships		5. Partnerships 5.1. Partnership with women and youth groups in programme design and monitoring 5.2. Partnerships with grassroots girls' and women's rights groups 5.3. Integration of gender issues in key partnership documents (proposals, RFPs, PCAs etc.) 5.4. CO has a joint programme on gender equality with other UN entities
"WHO"		
E. Leadership and Accountability	5. Accountability structure for implementing gender priorities 6. Definition of responsibility for gender results	4. Accountability 4.1. CO has a Gender Action Plan 4.2. CO has the leadership, oversight and accountability at an appropriate management level (Dep Rep) 4.3. CO Programme Management Plan defines accountabilities to achieve gender results across sectors 4.4 CO organizes regular meetings on the implementation of the gender priorities

<p>F. Staffing, Gender parity and Culture</p>	<p>9. Gender Parity E3.a.1. Percentage of female staff among national staff E3.a.1. Percentage of female staff among high-level posts: E3.a.1. Percentage of female staff among international professional staff E5.a.2. Percentage of offices that meet organizational benchmarks on the temperature-check indicator related to reporting potential misconduct or inappropriate behavior 8. Gender staffing</p>	<p>2. Staffing 2.1. Meeting the GAP staffing guidance 2.2. Virtual parity at all IP/NO/GS levels 1. Culture 1.1. Have a system in place to prevent and respond to sexual exploitation and abuse 1.2. Percentage of staff who agree with the gender equality statement 1.3. At least one senior staff trained on in gender equality. 3. Capacity 3.1. At least one staff GenderPro Credentialed 3.2. At least 50 percentage of staff took the mandatory foundational gender (pro) training</p>
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GAP standard – Programmatic gender results

An additional dimension was included in the GAP Standard from 2022, relating to quality of gender results. This dimension will be used to investigate the correlation between the implementation of the institutional enablers at country level with programmatic results, by conducting a regression analysis on 2022 and 2023 data using indicators in the dimensions one to eight as the independent variables, and quality of gender results dimension as the dependent variable.

Table 8: Proposed programmatic gender results indicators for analysis

<p>GAP 3 indicators (2022-2023)</p>

- 9. Meta-criteria: Quality of gender results
 - 9.1. Reporting gender equality results that are transformative
 - 9.2. At-scale programmes addressing gender discriminatory roles and practices are implemented
 - 9.3. Gender transformative child rights policies and programmes identified and financed
 - 9.4. GBV risk mitigation results reported against by sector

Institutional enablers CSIs

At institutional level, there are 19 indicators relating to institutional enablers in GAP 3, 13 for the “how” dimensions, and 6 for the “who” dimensions. Only 6 of those (in bold in the table below) are mandatory Country Strategic Indicators (CSIs) in GAP 3. The GAP Standard index is tracked at organizational level by the indicator H2.a.3 “Percentage of country offices that meet organizational standards on gender mainstreaming in programme implementation” in GAP 2 and H5.2 in GAP 3 “Percentage of offices meeting organizational standards for UNICEF Gender Action Plan implementation”. We will present trend data on comparable indicators shown in the table below, as well as point data¹⁰ on the mandatory indicators in GAP 3, and compare the trend against the planned milestones.¹¹

Table 9: Proposed institutional enablers CSIs for analysis

GAP 2 change strategies indicators	GAP 3 gender-equality programming for transformative results change strategies indicators
H2.a.1. Percentage of United Nations system-wide action plan on gender equality and the empowerment of women minimum standards met or exceeded	H5.1. Percentage of United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women minimum standards met or exceeded
	H.2.5: Extent to which at-scale programmes addressing gender discriminatory roles and practices among children are implemented

¹⁰ Trend data over the 2022-2023 period will be presented once last year’s data is made available to the evaluation team

¹¹ See [Update of the Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025](#)

H2.a.3. Percentage of country offices that meet organizational standards on gender mainstreaming in programme implementation	H5.2. Percentage of offices meeting organizational standards for UNICEF Gender Action Plan implementation
Percentage of expenditures on programming with a primary focus on gender equality	H5.4. Percentage of expenditure on programming with a focus on gender equality:
	(a) total
	(b) humanitarian
Percentage of CPDs approved in the reporting year that meet or exceed standard of excellence on gender equality	H5.3 Percentage of country programme documents approved in the reporting year that meet or exceed the standard of excellence on gender equality
	H.5.5: Extent to which gender-based violence risk mitigation actions are being implemented
	H5.6. Percentage of country offices reporting gender equality results that are transformative
	H.9.8: Extent to which transformative child rights policies and programmes that promote gender equality have been identified and financed with UNICEF support
E3.a.1. Percentage of female staff among	E4.1. Percentage of female staff by level (General Service/National Officer/international Professional) All international professional staff:

International professional staff	All international professional staff:
b) P2	(b) P-2
e) P5	(e) P-5
National staff	All National Officers:
g) NO-B	(h) NO-B
i) NO-D	(j) NO-D
High-level posts	
k) D1	(f) D1 and above
l) D2	
General service staff	All General Service staff:
n) G2	(l) G-2
o) G3	(m) G-3
q) G5	(o) G-5

Programmatic results data analysis

The GAPs indicator matrices present integrated results indicators on life course and targeted results on adolescent girls for each of the strategic plan goal areas. A sub-set of those are comparable across the period 2019-2023 and are suitable for conducting a trend analysis over the period (see

[Table 22](#) below).¹² We will also compare the trend against the planned milestones.¹³ Point data on other relevant GAP indicators may also be included as part of the secondary data analysis,

Table 10: Proposed GAP programmatic CSIs for analysis

Result level	GAP 2 indicators (2019-2021)	GAP 3 indicators (2022-2023)
Goal Area 1: Every child survives and thrives		
IR - Lifecourse		
Outcome	1.1. Percentage of pregnant women receiving at least four antenatal visits	1.1. Percentage of pregnant women receiving at least four antenatal visits
	1.2. Percentage of live births attended by skilled health personnel (home and facilities)	1.2. Percentage of live births attended by skilled health personnel (home and facilities)
	1.4. (a) Percentage of mothers receiving postnatal care	1.3 Percentage of (a) mothers receiving postnatal care
	1.18. Percentage of girls and boys living with HIV who receive antiretroviral therapy (disaggregated by age and sex)	1.15. Percentage of girls and boys living with HIV who receive antiretroviral therapy
TR- Adolescent girls		
Outcome	1.1. Percentage of pregnant women (aged 15-19) receiving at least four antenatal visits	1.1. Percentage of pregnant adolescent girls receiving at least four antenatal visits [adolescents 15–19 years]

¹² No indicators were identified for trend analysis for Goal Areas 4 and 5.

¹³ See [Update of the Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025](#)

	1.4. Percentage of mothers (aged 15-19) receiving postnatal care	1.3. Percentage of (a) mothers and (b) newborns receiving postnatal care [adolescents 15–19 years]
	1.22. Percentage of live births attended by skilled health personnel (mothers aged 15-19)	1.2. Percentage of live births attended by skilled health personnel (home and facilities) [adolescents 15–19 years]
Goal Area 2: Every child learns		
IR - Lifecourse		
Outcome	2.4. Out-of-school rate for girls and boys of primary and lower secondary school age (disaggregated by educational level and sex)	2.4. Out-of-school rate for girls and boys of primary school age
Output	2.a 1. Number of out-of-school girls and boys who participated in early learning, primary or secondary education through UNICEF- supported programmes[1] (humanitarian) (disaggregated by educational level and sex)	2.1.4. Number of out-of-school children and adolescents who accessed education, through UNICEF-supported programmes
	2.a.3. Percentage (and number) of countries with gender-responsive education systems for access[2]	2.1.1. Percentage of countries with inclusive and gender-equitable systems for access to learning opportunities: Gender-responsive education system for access
TR- Adolescent girls		
Outcome	2.7. Percentage of adolescents not in employment, education or training (NEET) (disaggregated by sex)	2.7. Percentage of youth not in employment, education or training (SDG 8.6.1)
Goal Area 3: Every child is protected from violence and exploitation		

IR - Lifecourse		
Outcome	3.4. Percentage of women and men who believe that female genital mutilation/cutting (FGM/C) should be eliminated	3.9. Percentage of girls, boys, women and men aged 15 to 49 years who believe that female genital mutilation should be eliminated
Output	<p>3.a.5. Prevention, risk mitigation and response services through UNICEF-supported programmes in humanitarian situations: (humanitarian) (disaggregated by sex)</p> <p>(a-i) percentage of UNICEF-targeted girls and boys in humanitarian situations provided with psychosocial support, including access to child-friendly spaces with intersectoral programming interventions</p> <p>3.b.1. Number of girls and women who receive prevention and protection services on FGM/C through UNICEF-supported programmes</p>	<p>3.1.7. Percentage of UNICEF-targeted women, girls and boys in humanitarian situations provided with risk mitigation, prevention and response interventions to address gender-based violence, through UNICEF-supported programmes</p> <p>3.3.1. Number of girls and women who receive prevention and protection services on female genital mutilation, through UNICEF-supported programmes</p>
TR - adolescent girls		
Output	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)	3.1.7. Percentage of UNICEF-targeted women, girls and boys in humanitarian contexts provided with risk mitigation, prevention and/or response interventions to address gender-based violence, through UNICEF-supported programmes [adolescents 10–19 years]
	3.b.3. Number of countries implementing a costed national action plan or strategy to end child marriage being implemented	3.3.4. Number of countries implementing evidence-based, costed and funded action plans or strategies with monitoring and evaluation frameworks to end child marriage

Annex 13: ERG role and list

The ERG has the following responsibilities:

- To provide inputs to key milestones, including in the inception phase to influence the approach of the evaluation, and, where necessary, provide information and institutional knowledge as key informants;
- To support the evaluation team by facilitating connections with key informants and ensuring the team has relevant reference documents;
- To review selected evaluation products (implementation plan, inception report and final report) and provide written comments to the evaluation team through the Evaluation Manager;
- Where feasible, to contribute to the post-evaluation management response, action plan and dissemination strategy.

Table 11: Members of the ERG

Name	Position/title/role	Office/Division	Country/Region
ERG 1	Deputy Director of the Evaluation	Global Affairs Canada	Canada
ERG 2	Minister of Information and Civic Education	Government of Sierra Leone	Sierra Leone
ERG 3	Deputy Director, Gender Equality	BMGF	USA
ERG 4	CEO	We are Purposeful	Sierra Leone
ERG 5	Chief, Strategy and Engagement Officer	Plan International	International
ERG 6	Professor of Child and Family Social Work	Oxford and University of Cape Town	International
ERG 7	Formerly UNICEF, UN Women, Chairperson of CEDAW	Independent,	Peru
ERG 8	Chief of Gender ad interim	UNFPA	
ERG 9	Associate Director, Gender Equality	UNICEF	HQ
ERG 10	Deputy Regional Director	UNICEF	West and Central Africa
ERG 11	Deputy Regional Director, South Asia	UNICEF ROSA	South Asia
ERG 12	Representative	UNICEF	Senegal
ERG 13	Gender and Development Manager	UNICEF	Nigeria
ERG 14	Regional Gender and Adolescent Advisor, EAPRO	UNICEF	East Asia and the Pacific
ERG 15	Senior Advisor, Child Protection, UNICEF HQ		HQ
ERG 16	Chief of Child Protection and Gender, UNICEF Innocenti		Global

Annex 14: YAG role and list

The role of the YAG is as follows:

- Review key part of the methodology from the inception report so they can influence the design of the evaluation including sources of data, data collection methods and tools.
- Participate in validation and sensemaking workshop to discuss the emerging findings and recommendations.
- Support the dissemination and sharing of results to adolescents and key stakeholders in adolescent-friendly ways.

Table 12: Members of the YAG

Nationality	Gender	Age	Education
India	F	25	MA Gender and Development (currently pursuing) University of Sussex, UK
Syria	F	23	Bachelors in Political Science, University of Damascus, Syria
Zimbabwe	M	24	Bachelor of Science (Hons) in Agronomy, University of Zimbabwe
Greece	M	24	Undergraduate in Law School (currently pursuing) University of Athens, Greece
France	F	24	Masters degree in International Security, currently pursuing at Sciences Po (PSIA), France
Cameroon	F	22	Masters degree in Political Science with a specialization in International Cooperation (currently pursuing), Sorbonne Paris North University, France
Barbados	M		BSc in Economics with Public Sector Management, University of West Indies, Barbados
Canada	F	23	MSc in Epidemiology (currently pursuing), McGill University, Canada
Morocco-Amazigh-USA	F	18	Student in the Science & Technology Programme at Eleanor Roosevelt High School, US
USA	F	18	Undergraduate student (currently pursuing) at University of California, Berkeley, US
USA	F	22	Bachelors in Women and Gender Studies (currently pursuing), member of Global Girl Leader Advisory Group, US
Morocco	F	23	Masters degree in Political Science, Mohamed VI Polytechnic University, member of Global Girl Leader Advisory Group, Morocco

All engagement with the YAG will be in alignment with the UNEG Ethical Guidelines for Evaluation and UNICEF procedure, specifically integrity, accountability, respect, and beneficence.

Annex 15: Evaluation Terms of Reference

Terms of Reference

UNICEF Evaluation Office

05 July 2023



Transforming Programming: Evaluation of the implementation of the UNICEF Gender Policy and Gender Action Plans (GAP 2 and GAP 3)

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1. Summary

The UNICEF Evaluation Office, located in New York Headquarters, provides global leadership and oversight of the evaluation function in the organization. As part of its plan for global evaluations, 2022-2025, the Evaluation Office is commissioning an independent evaluation to assess the effectiveness of the implementation and the results achieved through the new Gender Policy (2021-2030) and the Gender Action Plans (GAPs) 2018-2021 and 2022-2025. Continual organizational learning and growth through regularly commissioned independent evaluations are at the core of the Gender Policy to inform and promote evidence-based policy change and better programming.

Over several years, UNICEF has made substantial progress in supporting gender equality and mainstreaming gender into all aspects of UNICEF's work through policies and programmes. However, escalating crises – from climate change to conflict and the prolonged effects of the COVID-19 pandemic – have recently exacerbated gender equality gaps worldwide, emphasizing the need to respond to ongoing emergencies and address the underlying causes of gender inequality for more transformative results. This new evaluation of the GAPs will examine the evolution from GAP 2 to GAP 3 and the new Gender Policy 2021-2030, with a renewed strategic positioning of gender in UNICEF in the new Strategic Plan and the results achieved in both programmatic areas and institutional structures and systems through GAP 2 (2018-2021) and GAP 3 (2022-2025).

These Terms of Reference (ToR) present the primary purpose and objectives, evaluation questions, proposed approach and methodology and required qualifications and experience of a hybrid evaluation team (tentatively four external team members, one principal evaluator, one senior gender specialist, two junior consultants, and one internal UNICEF evaluation specialist). The evaluation is expected to occur between November 2023 and August 2024, and it will inform the implementation of GAP 3, the Gender Policy, the mid-term review of the Strategic Plan, and the development of a possible new GAP or an alternative form of a strategic document. The primary users of this evaluation include UNICEF employees at all levels, governments, and partners working with UNICEF to advance the rights of women and girls, women and girls-led organizations, and young people. The evaluation, jointly with the management response, will be presented to the UNICEF Executive Board in February 2025.

3. Purpose, Objectives, Use and Scope

This strategic evaluation will serve learning and accountability purposes while continuing to build momentum for gender equality in UNICEF and support the implementation of the GAP across development and humanitarian settings. The evaluation will provide an opportunity to assess retrospectively UNICEF's performance in implementing GAP 2 and GAP 3¹⁴ and the new Gender Policy to internal and external stakeholders, including members of UNICEF's Executive Board, governments, and partners. The evaluation will also include a forward-looking orientation, providing evidence-based insights to nurture learning and inform UNICEF's future strategic planning¹⁵ for gender equality and its positioning, reflecting on the current development environment, including the UN reform and the need to accelerate progress in the Decade of Action toward the 2030 Agenda.

The more specific objectives of the evaluation are as follows:

- To assess the **relevance** and **coherence** of the current Gender Policy and the GAPs to support gender equality and adolescent girls' empowerment from the point of view of UNICEF's mandate (i.e., CRC, CEWAD, CRDP, CCCs) and the organization's commitments to the UN-SWAP, as captured in the Strategic Plan in development and

¹⁴ The evaluation is expected to retrospectively cover the first two years of implementation of GAP 3, or in any case, its implementation up to the data collection phase.

¹⁵ As GAP 3 is the last of three Gender Action Plans, this evaluation is expected to inform how UNICEF strategic planning will move forward after GAP 3, including a possible new GAP or an alternative form of strategic document.

humanitarian settings. The recommendations will help reimagine the current GAP framework and Theory of Change and inform its implementation.

- To assess the **coherence, effectiveness, efficiency, and sustainability** in implementing the gender-related organizational changes and performance enablers of the GAPs across UNICEF policies, practices, systems, programming processes, organizational commitments, and accountability mechanisms. The recommendations will help strengthen organizational arrangements to create an enabling environment for the GAP.
- To determine the extent to which UNICEF meets the **programmatic results set for all children, adolescents and women on gender equality** across the five Goal Areas of the Strategic Plan and in both development and humanitarian settings. The recommendations will allow UNICEF to take stock of the results (positive or negative) achieved with partners for gender-targeted interventions, including outlining enabling and hindering factors.

The findings, conclusions and recommendations generated by the evaluation will be used to assess results independently, influence UNICEF's strategic direction and positioning on gender equality, as well as inform the implementation of the current GAP, the mid-term review of the Strategic Plan, and a possible new GAP or an alternative form of a strategic document. Beyond the UNICEF Gender Section in the Programme Group, the primary users of this evaluation are UNICEF management and employees at Headquarters, regional and country office levels. Other users include the Executive Board, governments, partner organizations within and outside the UN, women and girls-led organizations and young people (secondary users).

4. Evaluation Questions

The main indicative evaluation questions are presented herein using the key evaluation criteria of relevance, coherence, efficiency, effectiveness, impact and sustainability. It is expected that these will be further refined and agreed upon during the inception phase in consultation with the Evaluation Reference Group.

1. ***To what extent are the current Gender Policy and the GAPs conceptual framework well-designed, relevant and coherent to respond to the various needs of all children, adolescents and women, national government priorities, UNICEF normative framework (i.e., CRC, CEWAD, CRDP, CCCs) and the organization's commitments to the UN-SWAP on gender equality? (coherence and relevance)***

Sub-questions include:

- a. To what extent are Gender Policy and GAP relevant to the various gender realities and needs of all children, adolescents and women across regions, particularly concerning gender and social norms?
 - b. How well do Gender Policy and GAP respond to partner government priorities to advance gender equality and equitably promote the rights of all children, adolescents and women in development and humanitarian settings?
 - c. To what extent is the GAP informed by evidence on what works and what doesn't in addressing gender inequalities and supporting adolescent girls' empowerment?
 - d. How well are the Gender Policy and the GAPs aligned with UNICEF's normative framework (i.e., CRC, CEWAD, CRDP, CCCs) and the organization's commitments to the UN-SWAP on gender equality?
 - e. To what extent is UNICEF at the country and regional levels aligned with the Gender Policy and GAP?
2. ***How well are the gender-related organizational changes and performance enablers of the GAPs implemented across UNICEF policies, practices, systems, organizational commitments and accountability mechanisms at all levels? (coherence, effectiveness, efficiency and sustainability)***

Sub-questions include:

- a. To what extent have gender equality programmatic approaches for transformative results been systematically integrated into the Strategic Plan, regional strategies, and UNICEF programming cycles at the country levels, including country programme documents, emergency preparedness, response and recovery plans?
 - b. How well have gender-responsive monitoring systems and accountability mechanisms been utilized to improve learning and accountability at all levels?
 - c. To what extent has UNICEF harnessed data, research and evaluation to inform evidence-based policies and programmes and promote gender equality and adolescent girls' empowerment?
 - d. How successfully has UNICEF mobilized resources and met the UN-SWAP standards on gender equality and the empowerment of women resource allocation benchmark of 15 per cent for gender-related work?
 - e. To what extent have strategic partnerships been identified and leveraged to advance gender equality and the empowerment of girls and women? Have partnerships been girl-, youth- and women-led organizations and networks been prioritised?
 - f. How effective has UNICEF been in supporting the inclusion of gender perspective within national systems and structures and the absorption of UNICEF's gender-related initiatives by partners to promote sustainability?
 - g. To what extent is gender equality considered "the responsibility of everyone at UNICEF – at all levels and in all offices of the organization", as GAP 3 suggests, and do staff and management feel ownership, responsibility for, and engage in its implementation? How precise are the accountability mechanisms to ensure that gender results are integrated? Is senior leadership committed to gender equality?
 - h. How successfully has UNICEF as a workplace managed to promote gender equality when it comes to staffing and the inclusion of gender-diversity staff in all sectors, including senior management; recruitment, hiring and promotion processes; zero tolerance for sexual harassment and sexual exploitation and abuse; and access to gender training and capacity-strengthening?
- 3. To what extent have UNICEF programmatic results for gender equality throughout the life course been met across all five Goal Areas, particularly to advance adolescent girls' leadership and well-being, in both development and humanitarian settings? (effectiveness, impact)**

Sub-questions include:

- a. In looking at examples where UNICEF has significantly contributed to gender equality across all five Goal Areas, what results have been achieved? What results have been achieved in advancing adolescent girls' leadership and well-being?
- b. To what extent has UNICEF contributed to producing transformative changes in gender norms and systems, whether intended or not?
- c. What have been the enabling (and hindering) factors and processes, both within and outside UNICEF?
- d. What has been UNICEF's relative contribution vis-à-vis its partners in implementing gender-targeted interventions?
- e. What lessons can UNICEF learn for broader application?

5. Approach and Methodology

The Evaluation Office will implement the evaluation to provide an independent and impartial understanding of achievements and areas of improvement in implementing the Gender Policy and the GAPs.

The proposed methodological approach for the evaluation is utilization-focused and participatory, drawing upon mixed methods. It will combine an evaluation criteria-based approach complemented with a theory-based and complexity model approach to support learning and improvement.

A mixed-method approach will capture quantitative and qualitative aspects of the mainstreaming and special programming of gender equality at UNICEF. While the evaluation methodology will be confirmed as part of the inception phase, the following possible instruments will be developed:

- A corporate Theory of Transformation to gain a shared understanding of the underlying rationale and key assumptions for UNICEF's approach to gender quality, gender-specific projects and internal gender equality efforts and to develop a theory-based approach to the evaluation.
- A desk review study to document and assess UNICEF's institutional set-up, structures and systems – including the underlying Theory of Change – and the respective changes over time about the GAPs. The evaluation will assess UNICEF's strategic and programme documents and collect and analyse data from UNICEF's internal information management systems. To assess gender results across the Goal Areas, the evaluation will examine the GAP Data Companion, among other data sources.
- A benchmarking study to compare UNICEF against other UN organizations or similar organizations.
- An all-staff survey, interviews, and focus group discussions with employees and UNICEF partners on gathering perceptions, skills and capacity concerning gender equality. The survey will be anonymous but will register relevant demographics (age, gender, position within the organization) to see how different groups may experience gender issues within the organization. The survey will allow employees to indicate their interest in participating in focus group discussions and other follow-up activities.
- Interviews and focus group discussions to narrow the scope of the evaluation, follow-up and analyse in greater depth the evaluation findings from the survey and the desk study, and contribute towards the case studies. Interviews will be conducted with UNICEF employees in Headquarters, at the RO and CO levels, and with partner organizations (donors, private sector partners, civil society organizations, consultants, and other UN Agencies).
- Case studies will allow for an in-depth understanding of how the GAP is implemented in UNICEF programmatic and normative work across the five Goal Areas and in ROs and COs. The case studies should cover UNICEF's implementation of the GAP across the following dimensions: geographic, UNICEF's five Goal Areas, and adolescent girls' programming across development and humanitarian settings. It is expected that 10 case studies will be produced.

Being an evaluation of gender equality, this evaluation is expected to implicitly implement feminist evaluation principles, emphasising participatory, empowering and social justice principles as needed to complement other evaluation approaches.

Foreseen risks in managing this evaluation and mitigation measures are noted in the Table below. Common concerns such as time pressure and ensuring stakeholders' attention and participation in the evaluation are not mentioned in favour of issues more peculiar to this exercise.

Table 2: Risks and mitigation measures

Risk	Risk Mitigation Measure
The quality and relevance of documentation, the rate of survey respondents, and the identification of agencies to benchmark UNICEF.	Ensure proper triangulation so that findings express evidence from multiple data sources.
Lack of reliable or informed sources or key informants to capture UNICEF's contribution to gender equality over five years.	Adjust the analytical process to augment the number of sources of information or key informants. Present evidence of contribution only when plausible based on the type and reason for UNICEF's contribution.
Sampling bias in selecting the country case studies.	Use clear criteria and a well-defined framework for determining the samples. When available, review country programme documents and country programme evaluations to identify examples of high and low levels of investment in gender equality. Seek the feedback of the Evaluation Reference Group, regional evaluation advisers and regional gender advisers.

The evaluation team will be expected to follow UNICEF standards on evaluation ethics and quality, UNEG Ethical Guidelines for Evaluation, and UNEG Code of Conduct, as well as with UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation.¹⁶ The process will include the following mechanisms:

- Respecting gender and human rights principles throughout the evaluation process, including the protection of confidentiality, the protection of rights, the protection, dignity and welfare of people, and ensuring informed consent.
- Data validation will take place at all levels with participants' consent.
- Maximizing the degree of participation of stakeholders in the evaluation itself wherever feasible and a commitment to using participatory approaches in conducting the case studies.
- Ensuring proper data disaggregation by gender, disability, equity, and human rights-relevant factors.
- Ensuring that evaluation products use gender-sensitive, disability-inclusive, and human-rights language.
- Ensuring privacy protocols and compliance with all legal data management rules and considerations.
- Practising the 'do no harm' principle during the exercise.

The evaluation team will have access to critical internal data and perspectives. These must be held with the utmost confidentiality. Likewise, the willingness of internal and external stakeholders to speak to these issues critically will depend on the provision of absolute confidentiality. The selected applicant must sign the non-disclosure agreement, abide by UNICEF's security protocols, and ensure that sensitive data is protected.

6. Management and Governance Arrangements

UNICEF's Evaluation Office commissions the evaluation. A Senior Evaluation Specialist in the

¹⁶ These references are available at the following link: <https://www.unicef.org/evaluation/resources>

Evaluation Office will manage the exercise to ensure impartiality, independence and credibility and supervise the work of an external evaluation consultant who will conduct the evaluation. The evaluation manager may delegate oversight duties to other persons for portions of the work but will retain overall approving authority.

The evaluation manager will work in coordination with the Gender Section responsible for coordinating the GAP, Programme Group and other Headquarters Divisions, Regional Offices and Country Offices, who will be responsible for ensuring access to information and key stakeholders to ensure that the evaluation will produce relevant and reliable findings and actionable recommendations. A Senior Gender Specialist in the Gender Section will provide access to information and key stakeholders and support the coordination of the data collection.

Furthermore, an Evaluation Reference Group (ERG) will support the evaluation in an advisory capacity. The ERG will consist of internal resource persons and external experts deemed helpful. The ERG will consist of gender specialists, programme staff from Headquarters Divisions, representatives from Regional Offices and Country Offices, external experts and young girls' and boys' representatives. Efforts will be made to ensure a gender-balanced ERG, including women and men, as well as employees with diverse thematic expertise and diverse professional and regional backgrounds and experiences. The ERG will mainly focus on supporting quality assurance during the evaluation process, methodology and key deliverables during the evaluation process, and supporting and validating key recommendations in the follow-up phase.

Quality control protocols and processes established by the UNICEF Evaluation Office will be followed to ensure quality assurance and close management through all stages of the exercise. The evaluation manager will produce a note detailing management arrangements for the evaluation during the inception phase.

7. Evaluation Schedule and Deliverables

A timeline of around ten months is envisaged for the evaluation, from November 2023 to August 2024. The evaluation will be presented to the Executive Board in February 2025. The evaluation is organised in two parts:

1. Inception phase and institutional enablers assessment (Part I):

The inception phase and the assessment of UNICEF's institutional enablers for the GAP will include a comprehensive desk review, an all-staff survey, a benchmarking exercise, and the development of the case study methodology and work plan for Part II. Deliverables for Part I (November 2023 to February 2024) are:

- An inception report of a maximum of 30 pages or 20,000 words without annexes, confirming a shared understanding of what is to be evaluated and how;
- A desk study report, including a draft Theory of Transformation for the GAP (to be confirmed in Part II, building on the case studies);
- A survey report;
- A benchmarking analysis;
- An overall assessment of institutional enablers for the GAP. This report will present the findings and preliminary conclusions of Part I. It should be 15 pages or about 10,000 words (excluding annexes), and a PowerPoint presentation should accompany it.

2. GAP implementation and case studies (Part II)

Part II, March to August 2024, will produce a series of case studies that will analyse the GAP implementation in different sectors, regions, countries, etc. Visits to several country offices will be

undertaken during Part II to cover the 10 case studies. Deliverables for Part II are:

- An intermediary and a final stakeholder workshop for the presentation and validation of findings and preliminary conclusions and recommendations;
- The interim and final evaluation report (with up to two revisions), in line with UNICEF quality standards for evaluation and template for reporting. The report should not exceed 60 pages, or 40,000 words, excluding the executive summary and annexes.
- Various communication products, including infographics for publication, a standalone for-page evaluation brief (distinct from the executive summary in the evaluation report) intended for a wider audience, and an interim and final PowerPoint presentation.

Other products include PowerPoint presentations for meetings with the Evaluation Reference Group to summarise work progress and conclusions. All products will be in standard English and follow the requirements of the UNICEF Style Book.

The final report will be completed by August 2024 and presented to the UNICEF Executive Board and the management response in February 2025.

Relevant standards and guidance documents are the UNEG Norms and Standards, UNEG Code of Conduct, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, UNEG Guidance on Evaluating Institutional Gender Mainstreaming, UNEG Ethical Guidelines for Evaluation, UNICEF's Evaluation Policy, UNICEF standards for evaluation reports as per GEROS, as well as UNICEF Ethics Procedure.¹⁷

¹⁷ Please refer to: <https://www.unicef.org/evaluation/resources> and <http://www.uneval.org/>