

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

Data Collection Toolkit

Submitted to UNICEF Evaluation Office
26 April 2024



Contents

1. Informed Consent Form and Descriptive data.....	3
1.1 Informed Consent Form for Adolescents.....	3
1.2 Informed Consent Form for Adults.....	7
1.3 Descriptive data form.....	9
2. Comparative Analysis Interview Guides.....	11
2.1 Institutional Enablers Template	11
2.2 Programmatic Results Template	15
3. Case Study Tools	19
3.1 Adolescent Workshop Guide	19
3.2 UNICEF Donor Interview Guide.....	28
3.3 UNICEF Gender Specialist/GFP Staff Interview Guide.....	31
3.4 Government Staff Interview Guide	36
3.5 UNICEF Human Resources Staff Interview Guide	39
3.6 UNICEF Management Interview Guide (Country Director and Deputy Directors)	42
3.7 UNICEF M&E Staff Interview Guide	46
3.8 UNICEF CSO Partner Interview Guide	49
3.9 UNICEF Cross-sector Programme Staff Interview Guide	52
3.10 Participatory Workshop with Country Office Staff	56
4. Staff Survey.....	64

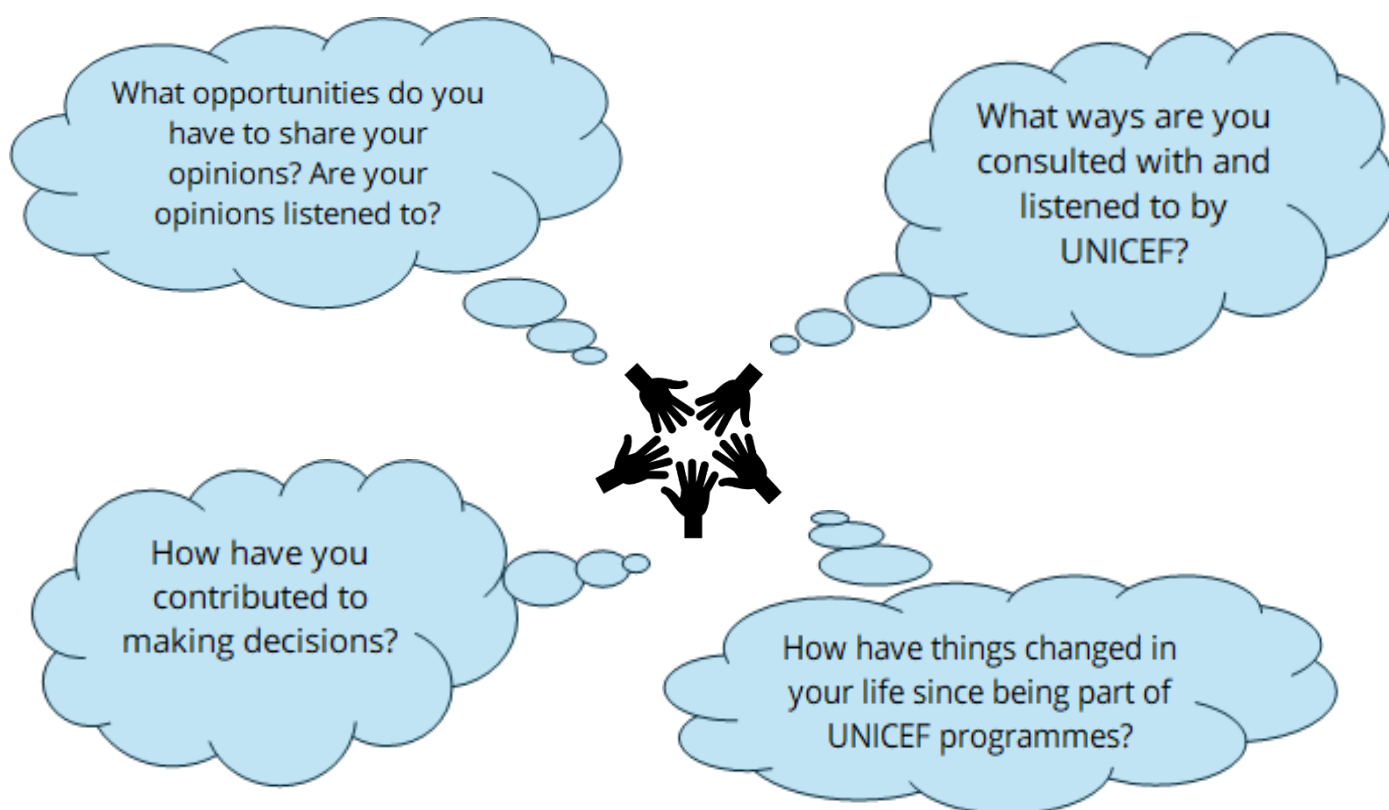
1. Informed Consent Form and Descriptive data

1.1 Informed Consent Form for Adolescents

For use in Mini-workshop with Adolescents

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 Plans 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 engagement with UNICEF has impacted the well-being and agency of young people
- if UNICEF's programmes are what young people want and need.
- For example, we'll be asking:



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 Plans 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 SDD's national expert in each country]**.

Risks

We do not foresee high risks if your child take part in these activities, we will select a private location to avoid any possible risk associated with peers knowing of their participation. 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. We ask all people that participate to keep the information spoken about to be kept private.

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.

We do have a duty to report any suspected abuse towards children to relevant authorities.

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].¹

¹ 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

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 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. Please note that it is up to the child to decide to participate even if their parent has already provided consent for child assent.

Printed Name of Respondent (Young person)

Printed Name of Respondent (Parent/ Legal Guardian)

Signature of Respondent (if literate)

Date_____

Printed Name of person obtaining consent

Signature of person obtaining consent

UNIQUE ID_____

1.2 Informed Consent Form for Adults

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 \(SDDirect\)](#), a UK based GESI specialist consultancy company, 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 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 contribution to outcomes as defined in the GAPs in selected case studies. 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.

Principles for this research

The information that we collect will be kept confidential and only shared within the research team. 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.

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.

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 XXX.

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.

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 ¹ .	
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 anonymised 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.	

Print Name

Signature

Date

Unique ID (for use by evaluation team)

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 Jo Feather: jo.feather@sddirect.org.uk or use SDDirect’s Whistleblowing line: Whistleblowing@sddirect.org.uk/ +447760194697.

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/>

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

1.3 Descriptive data form

Country Case Study	
UNIQUE ID	
Position	
Number of years in role	
Descriptive Data Monitoring Form	
Question	Answers
How would you describe your gender identity?	<input type="checkbox"/> Woman <input type="checkbox"/> Man <input type="checkbox"/> Intersex <input type="checkbox"/> Gender Fluid <input type="checkbox"/> Non-binary/Fluid <input type="checkbox"/> Prefer not to say
How would you describe your sexual orientation?	<input type="checkbox"/> Asexual <input type="checkbox"/> Pansexual <input type="checkbox"/> Gay <input type="checkbox"/> Lesbian <input type="checkbox"/> Bi-sexual <input type="checkbox"/> Heterosexual <input type="checkbox"/> Undecided <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Other _____
What is your age?	<input type="checkbox"/> 10-14 <input type="checkbox"/> 41-45

2. Comparative Analysis Interview Guides

2.1 Institutional Enablers Template

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Gender identity (M / F / non-binary / other)	
Agency - type of org	
Position / title	
Length of time in position	

Introduction

Social Development Direct has been contracted by the UNICEF Evaluation Office to conduct an evaluation to assess the effectiveness of implementing the Gender Policy and the Gender Action Plans (2 and 3) across UNICEF, covering the performance and results of UNICEF's support for gender equality along the humanitarian, development and peace nexus from 2019-2023². The evaluation will inform the future of the GAP and the next Strategic Plan.

The evaluation will examine three main components:

- **the Gender Policy and Gender Action Plans conceptual framework,**
- **the institutional enablers and their implementation,**
- **and the programmatic results and integration of gender equality across programmes.**

As part of this evaluation, we are conducting a comparative study on the integration of gender equality in institutional and programmatic work. Your participation in this exercise is voluntary and anonymous. More details on this are explained in the consent form you signed. 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 for approximately 45-60 minutes. Do you mind if we take notes and record the interview?

**Informed consent and demographic data to be completed

² This follows a previous evaluation of GAP 2 that concluded in 2019.

Introduction

What is your role at x (*confirm whether it relate to gender integration in programmatic work, if not go to IE KII Guide*)?

Section 1: Gender Policy and Gender Action Plans conceptual framework.

Overall conceptual framework on gender (1.2)

What is the organisational vision/mission/ambition/strategy on gender equality (GE)?

- *If aiming for a gender transformative approach – what are some challenges and ways to adopt this approach in contexts where anti-gender values prevail and/or there is a backlash against women’s rights (global/country levels)?*
- *More precisely: How do they respond to push back? If they maintain their gender transformative approach even if government is not inclined to it, how do they promote it? What do they have to give up on, if anything?*

Policy and strategic framework (1.2)

What are the key guiding documents on GE at organizational level?

- *How are commitments on gender articulated internally and externally?*

How is the approach to integrating GE in programmes implemented?

- *Probe whether they use a single-track gender goals or a mainstreaming approach,*
- *Ask for advantages and challenges of the approach they use and how they address the challenges*
- *If the organisation works on both emergency and development contexts: To what extent is humanitarian response and the nexus integrated in the overall GE strategy or separate? How is it working? What are the challenges and how are you addressing them?*

Section 2: The institutional enablers for gender-responsive work

Considering gender in policies and programming processes (2.1)

What approach has your organization taken to integrating gender in the programme cycle?

- *How is gender work planned at country and regional levels?*
- *Do you use a version of the OECD DAC GEM?*
- *What are ways to encourage/incentivize the use of gender analysis in programming?*

M&E and use of data (2.1)

Financial resources (2.1)

What are your commitments in terms of gender spend?

- How do you report on gender spending?
- How has funding for gender evolved in the past years?
- Do you have a specific resources mobilisation strategy to seek resources for gender equality?
- How do you integrate gender equality in your donor proposals? Do you have a set-percentage of resources allocated to gender in every proposal? How is this received by your donors?

Human Resources (2.1)

What is the gender architecture in your organization?

- Where are your gender experts positioned in the organogram at HQ and country levels?
- What is their level of seniority? Do they attend management meetings?
- Do you feel they are adequately capacitated to fulfil their role and how do you ensure this?
-

Parity in the office

- Have you adopted targets in terms of gender parity among staff and adopted recruitment strategies that favour women? If yes, are they time-bound or in place until you reach the target? Have you faced any discontent amongst men and how you dealt with it?
- Are you facing any specific challenges in reaching parity in humanitarian contexts, certain field-based offices or certain positions? If yes, have you found a way to address these challenges?

Implementation of workplace wellbeing strategies

- How do you balance well-being of staff while ensuring accountability for delivering results?
- What is your policy on remote working (if you have one, how many days can staff work outside)? Is it implemented equally across the organisation (HQ and COs) and in humanitarian situations? How do you ensure accountability of staff working remotely?
- How do you address the specific needs of international and national staff?
- Do you have specific measures for single parent with children and/or staff posted in non-family duty station?

Gender training for staff

- What is your strategy to train your staff on gender? Does it work?

Accountability and leadership for gender equality programmatic results (2.3)

Performance review

- Is gender equality integrated in the performance review process of staff and how? (if yes, which staff?)

How is management held accountable for gender equality in the workplace?

- What have you learned on fostering leadership and accountability at all levels for gender equality in the workplace?

Organizational culture on gender equality (2.4)

How have efforts on integrating gender equality in the workplace translated in improved organizational culture around gender?

- What are some enduring challenges in fostering a positive organizational culture on gender?
- Do you have any specific measure to promote gender-equitable values within the office?
- How do you promote gender equitable values among male staff in particular?

Gender and other cross-cutting priorities

How do you manage the integration of different cross-cutting priorities, e.g. gender, diversity and inclusion, disability, climate change?

- Have you identified lessons learned on managing this array of requirements in an efficient/effective way?

Section 3 Programmatic Results

Contribution of institutional enablers to gender programmatic results (3.4)

How have efforts on integrating gender in institutional processes and on improving organizational culture on gender contributed to improved programmatic results in general? And programmatic results on gender in particular?

- Have you been able to measure/document this contribution in any way?

Concluding questions

Lessons learnt

Any overall learning on effective integration of gender equality in institutional processes?

2.2 Programmatic Results Template

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Gender identity (M / F / non-binary / other)	
Agency - type of org	
Position / title	
Length of time in position	

Introduction

Social Development Direct has been contracted by the UNICEF Evaluation Office to conduct an evaluation to assess the effectiveness of implementing the Gender Policy and the Gender Action Plans (2 and 3) across UNICEF, covering the performance and results of UNICEF's support for gender equality along the humanitarian, development and peace nexus from 2019-2023³. The evaluation will inform the future of the GAP and the next Strategic Plan.

The evaluation will examine three main components:

- **the Gender Policy and Gender Action Plans conceptual framework,**
- **the institutional enablers and their implementation,**
- **and the programmatic results and integration of gender equality across programmes.**

As part of this evaluation, we are conducting a comparative study on the integration of gender equality in institutional and programmatic work. Your participation in this exercise is voluntary and anonymous. More details on this are explained in the consent form you signed. 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 for approximately 45-60 minutes. Do you mind if we take notes and record the interview?

**Informed consent and demographic data to be completed

Questions

³ This follows a previous evaluation of GAP 2 that concluded in 2019.

Introduction

What is your role at x (*confirm whether it relate to gender integration in programmatic work, if not go to IE KII Guide*)?

Section 1: Gender Policy and Gender Action Plans conceptual framework.

Overall conceptual framework on gender (1.2)

What is the organisational vision/mission/ambition/strategy on gender equality (GE)?

- *If aiming for a gender transformative approach – what are some challenges and ways to adopt this approach in contexts where anti-gender values prevail and/or there is a backlash against women’s rights (global/country levels)?*
- *More precisely: How do they respond to push back? If they maintain their gender transformative approach even if government is not inclined to it, how do they promote it? What do they have to give up on, if anything?*

Policy and strategic framework (1.2)

What are the key guiding documents on GE at organizational level?

- *How are commitments on gender articulated internally and externally?*
- *If your GE strategy is focused on programmes only, how do you promote GE within your organization?*

How is the approach to integrating GE in programmes implemented?

- *Probe whether they use a single-track gender goals or a mainstreaming approach*
- *Ask for advantages and challenges of the approach they use and how they address the challenges*
- *If the organisation works on both emergency and development contexts: To what extent is humanitarian response and the nexus integrated in the overall GE strategy or separate? How is it working? What are the challenges and how are you addressing them?*

Section 2: The institutional enablers for gender-responsive work

Considering gender in policies and programming processes (2.1)

What approach has your organization taken to integrating gender in the programme cycle?

- *How is gender work planned at country and regional levels?*
- *Do you use a version of the OECD DAC GEM?*
- *What are ways to encourage/incentivize the use of gender analysis in programming?*

Financial resources (2.1)

What are your commitments in terms of gender spend?

- *How do you report on gender spending?*
- *How has funding for gender evolved in the past years?*

- Do you have a specific resources mobilisation strategy to seek resources for gender equality?
- How do you integrate gender equality in your donor proposals? Do you have a set-percentage of resources allocated to gender in every proposal? How is this received by your donors?

Human Resources (2.1)

What is the gender architecture in your organization?

- Where are your gender experts positioned in the organogram at HQ and country levels?
- What is their level of seniority? Do they attend management meetings?
- Do you feel they are adequately capacitated to fulfil their role and how do you ensure this?

Gender training for staff

- What is your strategy to train your staff on gender? Does it work?

Partnerships (2.2)

How are gender equality considerations integrated in your partnerships?

- What have you learned on effective partnerships to promote gender equality?

Accountability and leadership for gender equality programmatic results (2.3)

How is management held accountable for gender equality in programmes?

- What have you learned on fostering leadership and accountability at all levels for gender equality in programmes?

Organizational culture on gender equality (2.4)

How have efforts on integrating gender equality in the workplace translated in improved organizational culture around gender?

- What are some enduring challenges in fostering a positive organizational culture on gender?

Gender and other cross-cutting priorities

How do you manage the integration of different cross-cutting priorities, e.g. gender, diversity and inclusion, disability, climate change?

- Have you identified lessons learned on managing this array of requirements in an efficient/effective way?

Section 3 Programmatic Results

*Contribution of institutional enablers to **gender** programmatic results (3.4)*

How have efforts on integrating gender in institutional processes and on improving organizational culture on gender contributed to improved programmatic results in general? And programmatic results on gender in particular?

- Have you been able to measure/document this contribution in any way?

Concluding questions

Lessons learnt

Any overall learning on effective integration of gender equality in programming?

3. Case Study Tools

3.1 Adolescent Workshop Guide

Preparation for Facilitator

This guide has been prepared for use by facilitators when undertaking data collection/ workshops with adolescents as part of the Evaluation of UNICEF's Gender Policy and Gender Action Plan, 2019-2023. The content includes an introductory script, two activities and prompts for engaging the participants.

Ahead of the workshop, it is important to confirm the sessions are single-sex and take place in a comfortable environment where the adolescents feel open to participate and share. Please familiarise yourself with this guide, including the suggested timings for the activities, and the necessary materials you will need to arrange.

It is also important to ensure you have access to this tool in the relevant and appropriate language for the context in which you are working. Translation into national and local languages will be undertaken by core team or national consultant based on the need of the case study context (anticipated languages - English, French, Arabic and Spanish), this should take place as you prepare for the case study.

You will want to have printed copies of the activities below, e.g. the ladder, the body map. It is not necessary to provide this guide as a handout.

Getting consent:

- For all young people under 18 you need to make sure you get adult consent for their involvement. UNICEF CO and / or local partners should be able to support you with this.
- At the beginning of the focus group discussion please read out the content in the adolescent consent form with the group, and check that they understand by asking different people to reflect back the content of the consent information. Give you the young people a copy of the signing sheet part of the consent form – there is no need to give the whole document but have copies to hand in case they want to refer to it or take it away with them.

Contact details and referral

- Make sure to check with the UNICEF CO and / or local partner for any details of referrals, or reporting mechanisms and contact details that should be shared with the young people in case of any disclosure or other issues that may arise.

Who is the workshop for and how to run it (for use by facilitator)

Selection of participants (adolescents): The workshop will be run separately for boys and girls. It is recommended to have between approximately 8 participants in each workshop. The participants should have been working with UNICEF projects for at least 2 years, be between

10-18 years of age and represent diverse characteristics (according to context, in terms of ethnicity, disability, rural-urban, and other such relevant intersections)⁴.

The workshop will be for about 3 hours and a snack and refreshment be served either before, half way or at the end of the workshop depending upon the context, there should also be a short break programmed for in the middle. Ensure that the room for the workshop is quiet, without distraction and is in a private, comfortable and clean area. We can provide reasonable reimbursement for safe travel to the location of data collection, guidance on how to provide this will be detailed in the case study protocol.

It is recommended that the adolescents be introduced to the facilitator by known adults, who should then leave the room so that the adolescents may freely participate in the activities. The facilitator should translate the workshop materials beforehand and explain to the participants in the local dialect, where necessary. At all times, the facilitator's tone should be friendly, not talk down or be judgmental, and be an active listener. A golden rule is 80:20 – the facilitator should talk 20% of the time and listen to the adolescents 80% of the time, using open ended questions as far as possible: Can you explain? How did you feel? What changed? What did you learn? What was different?

It is important that we are able to capture the information being shared, the facilitators should capture notes throughout the sessions (in a template provided by the Evaluation team) and ensure that all tools used to gather information (the body map and the ladder) are collected and securely stored.

GUIDANCE: There are more activities in this tool than you will be likely to get through in the workshop. There is a degree of flex with the application of this tool, please select the activities that feel most appropriate for the group that you have. Depending on the programme that they are involved with, their age, for example the socio-ecological model may be too complex for younger adolescents.

Who are we and why are we here

Introduction to the evaluation, for the facilitators knowledge.

[Social Development Direct](#) is a company brought in by the UNICEF Evaluation Office to look at how well UNICEF has been working on gender in the last four years.

We are doing an evaluation to understand how the Gender Policy and Gender Action Plans are supporting and informing UNICEF programmes that adolescents like you are involved in. We are

⁴ For the sake of safeguarding and ethics, we will need to be mindful to minimize the age range within our workshop to 3-4 years. Workshops will be held with a group of 10-14 year olds or a group of 15-18 year olds.

talking to young people in six different countries, including Bangladesh, Peru, Democratic Republic of Congo, Mozambique, Egypt, and Bosnia & Herzegovina.

We will be speaking with boys and girls, separately, as part of this evaluation. We wanted to hear from you all especially, because you have been involved in UNICEF programmes for at least [insert time frame], and we would like to learn from you today. We will have the next 3 hours to do some activities and have group discussions about a range of topics, including learning about:

- Your **participation** with UNICEF: How you have participated in UNICEF programmes; what roles you have played; Your experiences of working with UNICEF programmes – what you like the most/ least about participating in UNICEF programmes. Whether there have been any change for you, your peers and your community, since being part of a UNICEF programme; Whether you feel your views and opinions are heard and valued by UNICEF and partners

Note for Facilitator: please run through the informed consent form (there is a full and shortened version).

Introduction/Ice breaker

Once you have introduced yourself and the evaluation, move on to an icebreaker so that the adolescents in the group become more familiar with each other. You might want to adjust the activity depending on the age range of your participants.

Option 1: Have participants sit in a circle and go round the room and ask each young person to share their favourite colour and say why they like that colour – i.e. my favourite colour is orange as it reminds me of the sunset which makes me happy.

Option 2: An alternative activity could be to ask each person to introduce themselves and say one adjective to describe them that starts with the same letter as their name – Hello, I am Happy Hanna.

Option 3: Have participants sit in a circle and go round the room and ask each young person to share their name and a fun fact about themselves – i.e. Hello, I am Hanna and I speak three languages.

Tool 1: Roger Hart Ladder of Children's Participation

Time: 1 hour

Materials: Large image of the ladder, or flip chart to draw the ladder. Post-it's for the participants to place themselves on the ladder

Relevant Evaluation Question(s) & Assumptions:

SQ3.2: What results have been achieved in advancing adolescent girls' leadership and well-being?
SQ3.3: To what extent has UNICEF contributed to producing transformative changes in gender

Materials: Large image of the ladder, or flip chart to draw the ladder. Post-it's for the participants to place themselves on the ladder, and pens.

norms and systems, whether intended or not?
SQ3.4: What have been the enabling (and hindering) factors and processes, both within and outside UNICEF?

Assumption 4: Evidence, data and analysis related to norms, intersectionality, adolescents informing programming at country level

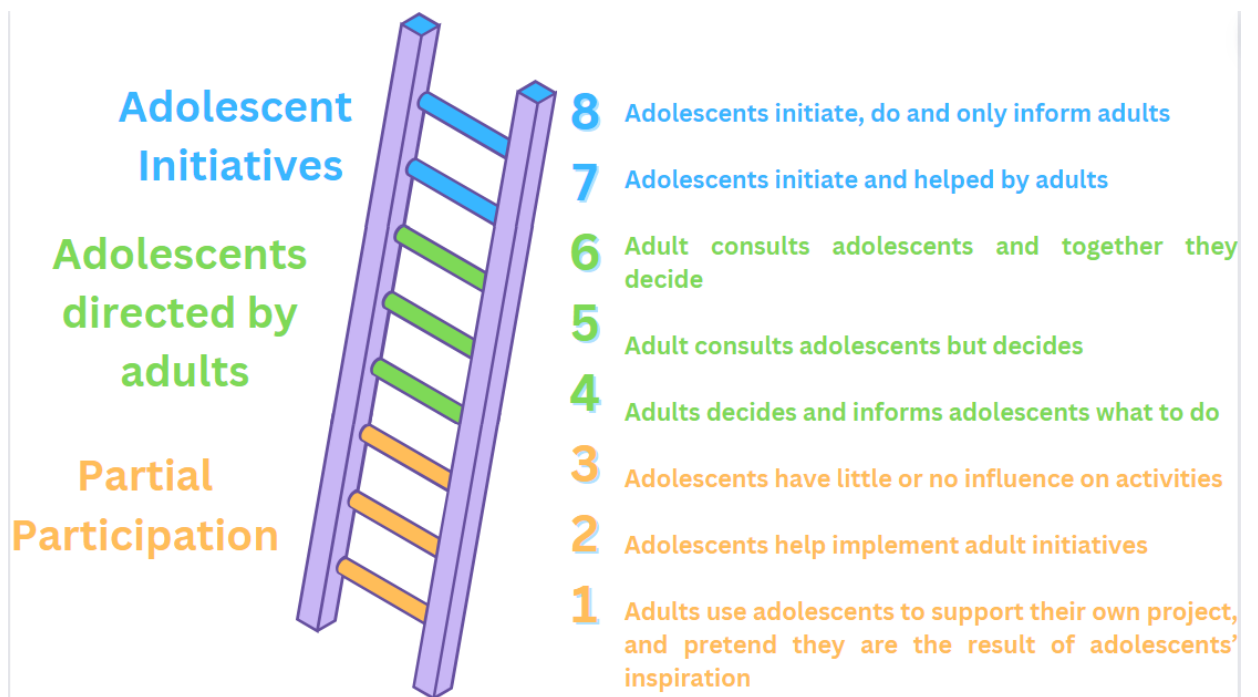
Themes explored:
Youth participation and agency

PART A – Roger Hart Ladder (40 mins)

Instructions

- Facilitator to draw or bring a picture of a ladder to the group.
- Explain to the group that the different rungs on the ladder represent different levels of participation.
- Ask the young people to think about a time when they participated in a UNICEF programme / activity, and whether they were given leadership positions and roles in UNICEF programmes? Or provided support to develop the UNICEF programmes?
- Give the participants 5 mins to write down key words to describe the activity and their role on a post-it, or relevant drawings if they prefer.
- Now ask them to place their post-it on a rung of the ladder in relation to their involvement in the UNICEF programmes and facilitate a discussion around the placement of the post-its. **It is important that they are able to explain why they have placed themselves on that particular rung of the ladder – ask them to share their story or experience and explain why they have put themselves there.**
- Make sure to note down the story and elaboration shared by the participants.

Note for the facilitator: You might want to provide some examples as you introduce the ladder across the different steps.



Tool 2: Body Mapping

Time: 1.5 hour

Materials: Flip chart/ big paper for participants to trace and fill out

Evaluation Question(s) & Assumptions:

SQ3.2: What results have been achieved in advancing adolescent girls' leadership and well-being?

SQ3.3: To what extent has UNICEF contributed to producing transformative changes in gender norms and systems, whether intended or not?

Assumption 4: Evidence, data and analysis related to norms, intersectionality, adolescents informing programming at country level

Themes explored:

Young people's attitudes and beliefs on gender
Enabling and hampering factors

Share with the group:

'We will now start two-part exercise. In the first part we will be thinking about ourselves and individual change that has taken place over the last X years (max 5 years) during the time that you have been involved with/supported by the X programme. Once this is complete, we will start to think about what has changed around you during that time, in your home, community and in the country.'

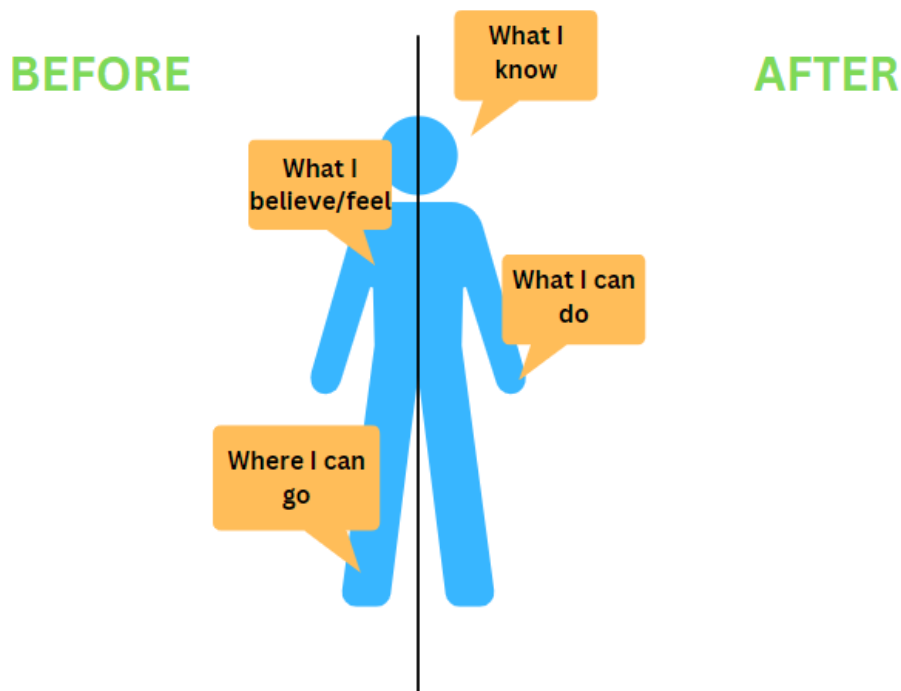
Part A – Body Mapping (50 mins)

Introduction: In this section we would like to explore how your gender impacts your beliefs and aspirations. **Sometimes our gender (whether we are a girl or boy, or of a diverse gender identity⁵)** can impact our views, opportunities and beliefs of what we can achieve as a girl/boy. Some of these beliefs may be changing as a result of the UNICEF programs. What has changed regarding what you believe you know? What you believe you can do? What do others encourage you to do or not do? Were there any barriers or challenges and how did you manage them? Who helped or hindered the change? If there has been no change in the beliefs, expectations and what you can do as a girl/boy, please mention that as well.

Instructions

- **Direct the group to really think about the areas of the programme that are gender focused and specifically what has changed in relation to what they know as a boy/girl that they believe, feel they can achieve and in their relations with boys/girls (each other). Encourage the group to think about their involvement in leadership and their well-being as part of this discussion. How has your *relationship with boys/girls* changed? In terms of *gender norms or socially accepted behaviour*?**
- If you have a large focus group (6+) you might want to consider breaking the group into two smaller groups for this exercise, you could cluster these into smaller sub-groups of similar ages.
- Ask each group to draw an outline of a person or ask a participant in group to volunteer to lie down on a large sheet of paper and draw an outline around it. *Note: this may be culturally not acceptable in which case a full size outline may be drawn freehand.*
- Explain the exercise: that the head represents 'knowledge' or 'what I know', the heart 'what I believe/feel' and the hands 'what I can do' and the legs 'where I go? Which future am I walking towards?' (Probe: In terms of physically able to go as well as opportunities).
- Divide the left side of the outline for 'before the project' and the right side 'after the project'.
- Ask the participants to discuss and write down how things have been/ changed in these areas before and after the involvement in UNICEF programmes. If you feel like not that much has changed, that's also ok, so you can write the same point in the before and after sides.
- Once the participants have had time to write enough down, invite them to present their body mapping to the wider group.

⁵ Only discuss gender diversity within culture and contexts where it is appropriate, please discuss this with the National Consultant.

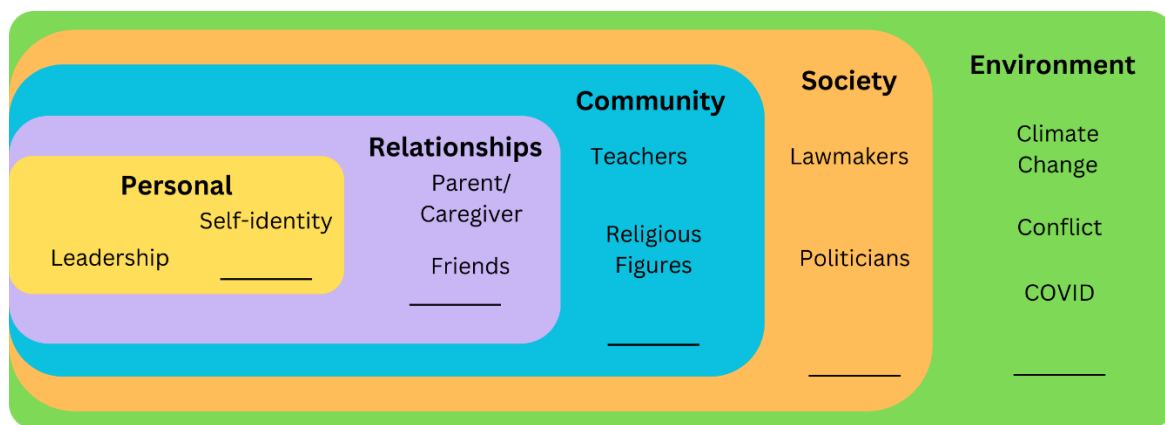


Part B – Socio-ecological model (40 mins)

Instructions

- Referring to the body mapping presentations, we now want to ask questions about the enablers and barriers to these changes in what you believe, feel you can do as a girl/boy.
- Begin by introducing the socio-ecological model to the adolescents, describing that changes can take place in many spaces of our lives, including at the personal level, in our relationships with other people, in our communities and in our societies.
- We have discussed the changes that happened to you personally, let us now explore if any changes happened at other levels and in your interactions with others, what is supporting them and if there are any barriers
- Invite the participants to provide some more examples of individual/groups/institutions at these different levels, to encourage understanding of how they differ:
 - *Prompts: Where would i.e. grandparents, uncles, aunts, siblings fit here? Answer: Relationships*
 - *Prompt: Where would i.e. health workers fit here? Answer: Community*
 - *Prompt: Where would i.e. government fit here? Answer: Society*

Note for the facilitator: Ensure you adapt examples where it might be particularly sensitive to talk about some entities such as religious leaders, politicians. For example, if there is any religious tension in country we would want to avoid discussion in this setting, similarly if there is unrest or tension surrounding the government we would want to be cautious in discussing politicians.



Once the Socio-ecological framework has been understood, facilitate a discussion with the participants using their body mapping diagrams and the following questions.

Ask the group to think about the change that they articulated in the body mapping exercise, about what they believe they can do, achieve and be as a boy/girl and what has changed around them that might have contributed to that change or slowed it down. For example:

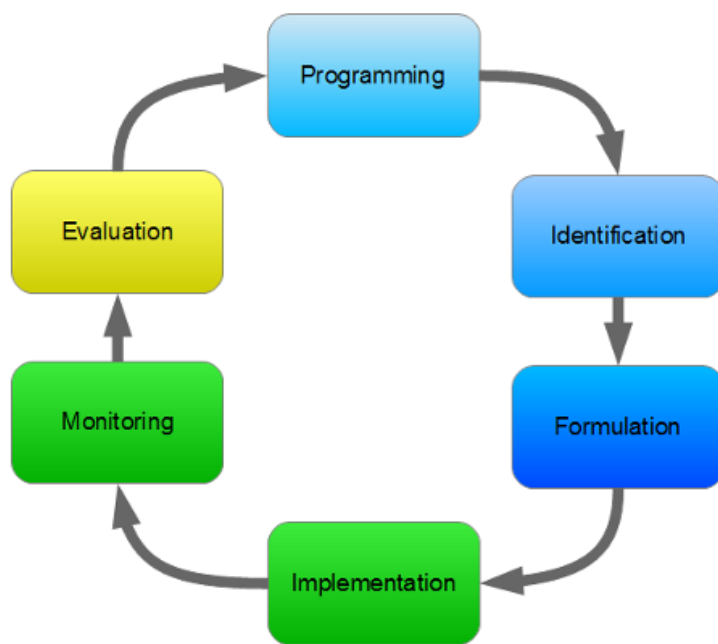
- In your **relationships** with others, have you noticed a difference in the way you are treated? Have you noticed a difference in the way family communicates, supports or encourages you? Have young people of the opposite sex changed too? How? Have your relationships changed and how?
- How about with your **community**, do you feel able to express your views in community or religious spaces? At school? Are you able to participate in any activities you wish? Is this the same for other girls/boys that you know? Do you feel your opinion is valued? Are there people in your community who are resistant to these changes?
- How about with your **society**? Are you able to take on responsible roles with the youth parliament/ council/ youth forum/ youth-led activity? Do you feel comfortable participating in any activities you wish? Is this the same for other girls / boys that you know? Do you feel your opinion is valued?
- The **environment** is changing around us and this might impact us differently based on our gender identity. The environment includes elements that relate to the climate, but also broader areas such as conflict or COVID. While discussing, do think about how this may have impacted your life or any of your relationships.

Part C – Project cycle + Participation (20 mins)

Instructions

- We now want to understand where participation with UNICEF is taking place, and what happened as a result, ask the participants:
 - At what point of the project cycle were you involved? i.e. design, implementation, monitoring, feedback

- What difference did you make in participating at that stage of the project cycle?
- Were there any stages where you wanted to be involved?
- Who else was involved at this stage with you? Please explain how their involvement made a difference.
- Who was not involved?
- Make sure to note down the story and elaboration shared by the participants.



Closing

Thank the young people for their time and ask them if they have any questions for you.

Explain that you will be taking what they have shared today and putting it together in a report to UNICEF and you will make sure that UNICEF / or implementing partner shares back the findings and reflections from this session.

Their views and opinions will be put together with those of other young people in other countries to develop recommendations for all of UNICEF programmes, on how to better involve young people to work together to make positive lasting changes in your lives.

3.2 UNICEF Donor Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main components:

- The conceptual framework of the gender policy and gender action plans
- The institutional enablers and their implementation
- The programmatic results.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Questions

Introduction

- Can you please introduce yourself, including your position at your organisation and how long you've been in this post?
- Can you please describe your work and the programme(s) you are funding with this UNICEF CO?

Section 1: Gender Policy and Gender Action Plans conceptual framework.

Are you aware of UNICEF's work on gender? What do you think of their gender approach/policy?

- Do you know the GAP and if yes, what do you think about it?
- Do you think UNICEF has the right level of ambition and commitment to gender equality?
- Why/why not?

Section 2: The institutional enablers for gender-responsive work

Enablers from Gender responsive work

From your experience working in partnership with UNICEF, would you say that their programmatic approaches systematically integrate gender? Please elaborate

- What is the level of gender integration in UNICEF programme documents you have received and reviewed? What is there and what is missing?
- Are gender analysis, gender indicators, gender monitoring and evaluation measures systematically mainstreamed?
- Can you comment on the quality of the analysis and M&E indicators?
- Have you been able to observe the extent to which the evidence on gender generated by the gender analysis and M&E is used to inform programmes and decision making?

During your interactions with UNICEF, have you noted a constant attention to mainstream gender in everything they do?

Would you qualify UNICEF as a gender champion?

- Why do you say so?
- Is the organisation equally engaged and vocal about children, adolescent girls AND women's rights?

Partnerships

Are you aware of how UNICEF works with implementing partners to deliver its work on gender? Have you seen particular efforts to partner with women's and girls' networks?

Section 3: Programmatic Results

Now, during implementation, have you been able to observe the extent to which gender has been effectively mainstreamed within each goal areas?

Looking at your work with UNICEF, what example of results linked to gender equality in your programmes can you share with us?

Do you have any examples of UNICEF, increasing the leadership and well-being of teenage girls, or mainstreaming gender effectively within WASH, Health (probe sectors as relevant)?

What does transformative change mean to you?

- To what extent has UNICEF contributed to transformative changes in gender norms and systems, catalysing national policies and investments?

3.3 UNICEF Gender Specialist/GFP Staff Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- The conceptual framework of the gender policy and gender action plans
- The institutional enablers and their implementation
- The programmatic results.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Questions

Introduction

Can you introduce yourself, including your position in this Country office and how long you've been there? Which positions have you occupied in UNICEF before?

External context

Could you describe the context in which you work, and the extent to which the government gives priority to the issue of gender equality, and what its priorities are.

- Do you think the government is as interested in promoting the rights of children (and families) as it is in promoting the rights of women?
- Do you see any kind of backlash or resistance to women's rights in this country? If so, how does this manifest?
- What are the implications for the implementation of UNICEF gender policy and GAP?

Section 1: Gender Policy and Gender Action Plans conceptual framework

Can you tell us if and how you use GAP in your work?

What are the elements of the GAP that are particularly useful to you?

- To what extent is your gender strategy/policy/plan influenced by the GAP?

Do you think that the areas covered by the GAP fully meet the realities of your context and the most urgent needs of children in this country?

- If not, what is missing?
- If you've been in post long enough: have you noticed any changes **between GAP 2 and GAP 3** and, if so, what are they? Are they useful? Have you been able to apply these changes in practice (e.g. work more explicitly on changing norms, work on violence against women, use a more elaborate monitoring and evaluation system)?

Are you familiar with UNICEF's Gender Policy?

- Is it a document that you refer to/use, and if so, how?
- The Gender Policy is very explicit on the transformative agenda and includes terms related to sexual orientation and gender identity; what do you think about it? Is this useful to you?

UNICEF has several cross-cutting issues that coexist (gender, migration, climate change, disability).

- What does this mean in practical terms for your work?

Section 2: The institutional enablers for gender-responsive work

Based on your observations, what is the level of gender mainstreaming in UNICEF programmes here?

- Do you feel that gender is sufficiently integrated into your CPD?

- In institutional processes?
- What is working well and what is not? (probe: gender analysis; monitoring and evaluation system; funding of gender work; availability of gender data; staff parity; women wellbeing in the office).
- **What are the obstacles to gender mainstreaming in your OC?**

Can you give us examples of **gender analyses** that have been undertaken, if and how the results of these analyses inform policies and programmes?)

M&E: To what extent are gender-equality data available in this office? Are they used to inform programmes? Do you have any examples?

- Who compiles the gender monitoring data (used for the gender marker)? What is your perception of the accuracy of the data?
- Do you know the GAP indicators?
- If so, do you think the GAP indicators are useful for promoting decision-making? Do you have any examples?

To what extent is the financial investment proportionate to the needs and the scale of GAP's commitments in this country?

Human Resources

How many staff specialising in gender issues are there in your office?

- What is the grade or seniority of the principal gender specialist or GFP?
- How do you perceive your level of influence?
- Where are you located in the organogram?
- Do you take part in meetings where decisions are taken, including CMT meetings? Do you feel you are listened to at these meetings?

What is the level of motivation and willingness of colleagues at management and programme levels to integrate the gender dimension into their work?

- How are programme staff supported and mentored in gender mainstreaming?

Partnerships

To what extent is UNICEF able to influence government gender priorities and catalyse national policies and investments?

- Do you have any examples?
- What are the factors that facilitate and hinder this influence?

What type of CSOs do you mainly work in partnership with?

- How would you rate partnerships with CSOs in general?
- GAP 3 stresses the priority of forging partnerships with women's organisations. What progress has been made in this area? What are the blocking factors?
- What are the results of these partnerships?

How do partnerships work with other UN agencies in the field of gender?

- What works well and what doesn't?
- Do you feel that all the agencies are clear about their respective roles and responsibilities and that partnerships are based on the comparative advantages of each?

Accountability

To what extent is gender equality promoted/discussed in your office?

- To what extent do senior managers demonstrate their commitment to gender equality? Can you give some examples?

Do you think that gender equity is sufficiently promoted by internal policies, practices and processes and that the message is widely communicated throughout the organization?

Externally, do you think UNICEF is seen as a leader in gender equality?

- If so, what are some examples? (Probe: influencing government priorities, catalysing national policies and investment)
- What internal policies, processes and practices are in place to promote gender equality in this office?

In your opinion, **is there any form of accountability system, formal or informal**, to ensure gender mainstreaming at all levels? Please describe

Externally, do you think UNICEF is seen as a leader in the field of gender?

- If so, what are some examples? (Probe: *influencing government priorities, catalysing national policy and investment*)

To what extent does the office promote gender equality in recruitment, and how? What results have been achieved?

- What challenges remain?

Section 3 Programmatic Results

Looking at the five goal areas, can you give two or three examples of areas where UNICEF has made a significant contribution to gender equality?

- Probe into the results of programmes targeting adolescent girls and those aimed at integration into the sectors.
- What led to these results?
- Can you comment on the scale of these results?

What do you mean by "gender transformative changes"?

- Do you have any examples of transformative change?
- To what extent has UNICEF helped to bring about transformative changes in gender norms?

Is the focus on gender and the results achieved the same in all Goal areas, or are some goal areas stronger than others?

- What explains these differences?

What are your ambitions in terms of gender mainstreaming?

- If all the institutional enablers/catalysts were in place, how far do you think it would be possible to move the needle on gender in this country?
- Do you see your role as promoting the rights of women and children equally? If so, to what extent are you able to do so?
- To what extent can you influence government and carry out "upstream" work to influence policies and laws? Standards?

Lessons learned

Do you think there should be a GAP 4 to guide UNICEF's gender mainstreaming efforts?

- Why is this?
- What should be kept and scaled up?
- What challenges require a new response or a change of strategy?
- What is your level of ambition? Given the context in your country, can you describe what the ultimate stage of gender mainstreaming in your sector would look like?

Is there anything else we should know or that you would like to share?

3.4 Government Staff Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- the Gender Policy and Gender Action Plans conceptual framework,
- the institutional enablers and their implementation,
- and the programmatic results and integration of gender equality across programmes.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Questions

Introduction

Can you introduce yourself, including your position in this Government department and how long you've been there?

Context

Can you describe the context in which you work, and describe the extent to which the government gives priority to the issue of gender equality, and what its priorities are.

- Do you see any kind of backlash on women's rights in the country, or any resistance? If so, how does this manifest?
- What are the implications for the implementation of your gender policy?

Section 1: Gender Policy and Gender Action Plans conceptual framework.

To what extent is UNICEF's gender policy aligned with that of your government?

- If not entirely, where are the differences and how do you manage them?

Section 2: The institutional enablers for gender-responsive work

Partnerships

How does UNICEF support government priorities to advance gender equality?

Have you worked with UNICEF on gender issues?

- If so, how? (Probe: legislation? programme work? Gender mainstreaming within the department?)

What made you decide to partner with UNICEF?

- What makes the partnership with UNICEF different from that with other organisations?

To what extent is UNICEF able to influence work on gender equality in this country?

- What influence does it have? (Probe: how? staff integrated into the government (doing what?)? Has UNICEF influenced systems, policies and laws?)

Section 3 Programmatic Results

Looking at your work with UNICEF, what example of results linked to gender equality in your programmes can you share with us?

Do you have any examples of UNICEF catalysing national policies and investment?

Can you share with us the results that you feel are the most significant and that show an increase in the leadership and well-being of teenage girls?

What does transformative change mean to you?

- Can you give us some examples of transformative change?
- To what extent has UNICEF contributed to transformative changes in gender norms and systems?

Lessons learned

What are the current challenges and what lessons can UNICEF draw for a broader application of gender equality in the design and implementation of programmes?

Is there anything else we should know or that you would like to share?

3.5 UNICEF Human Resources Staff Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- The conceptual framework of the gender policy and gender action plans
- The institutional enablers and their implementation
- The programmatic results.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Questions

Introduction

Can you introduce yourself, including your position at UNICEF and how long you've been there?

Section 1: Gender Policy and Gender Action Plans conceptual framework

Can you tell us to what extent you integrate gender considerations into your work?

What are the main policy frameworks (policies or guidelines) and practices that you use in this office to promote gender and inclusion?

- Do you use GAP?
- Do you apply the remote working policy (out of duty office AND flexible hours/remote working in CO-city)? If not, why not?
- Recruitment and retention policies? Do you have an equal opportunities policy?
- Probe for SEAH policy and others

Have you received any gender training?

- If so, when, what was the content and what did it change in your way of working?

Section 2: The institutional enablers for gender-responsive work

Personnel Human Resources

How do you see your role in promoting gender equality?

Can you give us examples of where you have adopted a gender approach in your work (here in this office or in other offices where you were previously posted?)

Have you received gender training and how useful has it been?

Have you faced resistance in this office when seeking to promote gender parity? If yes, how did you respond to it?

Perception of gender architecture and staff capacity

How do you perceive the level of motivation and ability of staff in your office to apply a gender lens in their work?

How do you perceive the level of influence of gender specialists/GFPs in this office?

- How many staff specialising in gender equality issues work in your CO?
- Where do they seat in the organigram? (*Probe to understand the choices made regarding gender architecture*)
- Do you think the capacity of the staff in this office is sufficient to support gender mainstreaming? Do you have any examples?

Does the office have any formal or informal accountability mechanisms to ensure that all staff mainstream gender in their work?

- Is gender included in the performance assessment of all staff? If not, why not?
- Are gender issues systematically discussed in job interviews and/or a criterion for selecting candidates?

Are there any measures in place to integrate staff from diverse backgrounds into this office?

Are there any special measures to ensure the well-being of women in the office?

The ITF (Independent Task Force report) in 2020 highlighted discrimination within UNICEF offices (abuse of authority, sexual harassment).

- What progress has been made in this area? What challenges remain?

To what extent is gender equality promoted/discussed in your office?

- To what extent do senior managers demonstrate their commitment to gender equality? Can you give some examples?

Lessons learned

Do you think there should be a GAP 4 to guide UNICEF's gender mainstreaming efforts?

- Why is this?
- What should be kept and scaled up?
- What challenges require a new response or a change of strategy to promote gender and inclusion more effectively in this office?
- How ambitious would you be in terms of gender mainstreaming in this office?

Is there anything else we should know or that you would like to share?

3.6 UNICEF Management Interview Guide (Country Director and Deputy Directors)

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- The conceptual framework of the gender policy and gender action plans
- The institutional enablers and their implementation
- The programmatic results.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Introduction

Can you introduce yourself, including your position at UNICEF and how long you've been there?

Context

Could you describe the context in which you work, and describe the extent to which the government gives priority to the issue of equality between women and men, and what the priorities are.

- Do you think the government is as interested in promoting the rights of children (and families) as it is in promoting the rights of women?
- Do you see any kind of backlash on women's rights in this country, **or any resistance**? If so, how does this manifest itself?
- What are the implications for the implementation of UNICEF's gender strategy and how do you position yourself in this situation?

Section 1: Gender Policy and Gender Action Plans conceptual framework

Which guidance framework(s) is used to integrate gender in this office?

If not mentioned: **Are you familiar with GAP?**

- If yes: To what extent has the GAP influenced the drafting of the office's gender strategy and influenced the work you do?
- Does the scope of the GAP reflect the realities of the context in which you operate? Why do you ask?

Are you familiar with UNICEF's Gender Policy?

- Is it a document that you refer to/use, and if so, how?

UNICEF has several cross-cutting issues that coexist (gender, migration, climate change, disability).

- To what extent are you able to incorporate all these themes into your country programme?

Section 2: Institutional catalysts for gender-sensitive work

Your CO was selected because of its good results in terms of gender according to the indicators we consulted (GAP indicators, flagship programme, budget, etc.).

In your opinion, what is the level of gender mainstreaming in UNICEF programmes?

- Do you feel that gender is sufficiently integrated into your CPD?
- In institutional processes?
- What is working well and what is not? (probe: gender analysis; monitoring and evaluation system; funding of gender work; availability of gender data).

- To what extent is the financial investment proportionate to the needs and the scale of GAP's commitments in this country?

Human Resources

How do you see your role in promoting gender equality in this office?

- Can you share examples of measures taken to promote gender equality?

Do you think your office has sufficient capacity to support gender mainstreaming?

- How many staff specialising in gender issues are there in your liaison office?
- How do you assess their influence and credibility? Do you have any examples?

How do you perceive the level of awareness/motivation/willingness of colleagues in the programmes to integrate the gender dimension into their work?

What training and support have you personally received on gender issues?

Partnerships

To what extent is UNICEF able to influence government gender priorities and catalyse national policies and investments?

- Do you have any examples?
- What are the factors that facilitate and hinder this influence?

How do partnerships work with other UN agencies in the field of gender?

- What works well and what doesn't?
- Do you feel that all the agencies are clear about their respective roles and responsibilities and that partnerships are based on the comparative advantages of each?

What type of CSOs do you mainly work in partnership with?

- How would you rate partnerships with CSOs in general?
- GAP 3 stresses the priority of forging partnerships with women's/girls local organisations. What progress has been made in this area? What are the blocking factors?
- What are the results of these partnerships?

Accountability and visibility

Is gender an integral part of your performance review?

How is gender equality promoted or discussed in your office?

Externally, do you think UNICEF is seen as a leader in the field of gender?

- If so, what are some examples? (*Probing: influencing government priorities, catalysing national policies and investment; steering programmes*)

To what extent are you able to promote gender equality in recruitment and how?

(*probe for positive discrimination in recruiting women – in the past? Or still on?*)

- What are the results?
- What challenges remain?

Section 3 Programme results

Looking at the five goal areas, can you give two or three examples of areas where UNICEF has made a significant contribution to gender equality?

- Probe into the results of programmes targeting adolescent girls and those aimed at integration into the sectors.
- What led to these results?
- To what extent has the office's GAP or gender strategy influenced these results?
- Can you comment on the scale of these results?

What do you mean by "gender transformative changes"?

- Do you have any examples of transformative change?
- To what extent has UNICEF helped to bring about transformative changes in gender norms?

Is the focus on gender and the results achieved the same in all areas of action, or are some areas of action stronger than others?

- What explain these differences?

What are your ambitions in terms of gender mainstreaming?

- If all the institutional enablers/catalysts were in place, how far do you think it would be possible to move the needle on gender in this country?
- Do you see your role as promoting the rights of women and children equally? If so, to what extent are you able to do so?
- To what extent can you influence government and carry out "upstream" work to influence policies and laws? Standards?

Lessons learned

Do you think there should be a GAP 4 to guide UNICEF's gender mainstreaming efforts?

- Why is this?
- What should be kept and scaled up?
- What challenges require a new response or a change of strategy?
- What is your level of ambition? Given the context in your country, can you describe what the ultimate stage of gender mainstreaming in your sector would look like?

Is there anything else we should know or that you would like to share?

3.7 UNICEF M&E Staff Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- The conceptual framework of the gender policy and gender action plans
- The institutional enablers and their implementation
- The programmatic results.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Questions

Introduction

Can you introduce yourself, including your position at UNICEF and how long you've been there?

Section 1: Gender Policy and Gender Action Plans conceptual framework.

Can you tell us to what extent you integrate gender considerations into your work?

What are the main guidance frameworks you use in this office to integrate gender into the M&E system?

- Are you familiar with GAP?
- How useful is it to you? To what extent does the GAP provide you with the guidance you need to integrate the gender dimension into monitoring and evaluation processes and programme monitoring and evaluation frameworks?

Section 2: The institutional enablers for gender-responsive work

How do you see your role in promoting gender equality?

Can you give us examples of where you have adopted a gender approach in your work (here in this office or in other offices where you were previously posted?)

Have you received gender training and how useful has it been?

Your CO has been selected for its good results in terms of gender indicators.

- What factors do you think have contributed to these good results?

How is gender integrated into this office's M&E system?

Are the data systematically disaggregated by sex?

Do you think these GAP indicators are useful for capturing gender outcomes and promoting decision-making? Do you have any examples?

- Are there any gender-related results that are not captured by the current indicators? Which ones?

Do all the programmes in this office have gender indicators?

- How is this ensured and is there someone reviewing the indicators?
- What are the factors that make some people have them and others not?

Please explain the process adopted to report on the GAP standards and the gender SWAP indicator in this office

- probe: do you work with colleagues to do so, in particular the Gender specialist? How reliable do you feel the data collected here are?

Do you use GEM reporting and tagging?

Are gender data used to inform decision-making?

- How do we do it?
- Do you have any examples?

Do you think the GAP monitoring and evaluation system is user-friendly and useful?

Do you know the Gender dashboard and do you use it? How?

Conclusions

Do you think there should be a GAP 4 to guide UNICEF's gender mainstreaming efforts?

- Why is this?
- What challenges require a new response or a change of strategy to promote gender mainstreaming more effectively in the M&E system?
- How ambitious would you be in terms of gender mainstreaming in this office?

Is there anything else we should know or that you would like to share?

3.8 UNICEF CSO Partner Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of org	
Position	
Length of time in position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- the Gender Policy and Gender Action Plans conceptual framework,
- the institutional enablers and their implementation,
- and the programmatic results and integration of gender equality across programmes.

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

#

Questions

Introduction

Can you please introduce yourself, including your position in your organisation and how long you've been in this post?

Can you please describe your work and how you interact with UNICEF?

- Which programme do you deliver for/with UNICEF? Please describe the main aims and activities
- Under which Goal area?
- For how long have you been partnering with UNICEF? How long is your last contract?

Ask to receive the reports and prodoc (programme documents related to the project, to the CSO or UNICEF staff)

Do you integrate gender and gender equality in your work (and in the project implemented with UNICEF in particular)? If yes, how?

Section 1: Gender Policy and Gender Action Plans conceptual framework.

Are you aware of UNICEF's work on gender? What do you think of UNICEF's approach to work on gender?

- Probe: do you think UNICEF has the right level of ambition and commitment to gender equality? Why/why not?

In your opinion, what is the level of gender integration in UNICEF programmes?

Probe: do you feel UNICEF integrates gender adequately across all of its programming? What is driving that integration and consideration of gender?

Do you consider that UNICEF's approach to gender equality addresses the needs of women, adolescents and girls?

Section 2: The institutional enablers for gender-responsive work

Enablers from Gender responsive work

- Has UNICEF provided your organisation with any support to integrate gender in your programming? (capacity, resourcing, mentoring.. etc)
- Have you been asked to conduct a gender analysis, within the programme funded by UNICEF? Was it included and costed in your Prodoc with them? Was the gender analysis discussed with UNICEF? To what extent was it used?
- Now, please to what extent gender is mainstreamed in the programme

Resourcing

Is there sufficient resourcing available for your work on gender?

- What is gender capacity like within your organisation?
- Is there adequate financial investment to integrate gender?
- What support does UNICEF provide?

Partnerships

What made you decide to partner with UNICEF? Is there anything different in the partnership with UNICEF, compared with others? If yes, what?

To what extent do UNICEF procedures allow for a mutually reinforcing partnership?

- Can you provide examples?
- To what extent have you been involved in the *design of* the programme you are working on with UNICEF? Please explain
- Are you able to provide gender expertise and are your contributions/comments heard and influencing decisions? Can you please give examples?

Section 3: Programmatic Results

To what extent is UNICEF able to influence gender equality work in this country? How are they influential?

- Probe: how? Piloting programmes with CSOs?

Looking at your work with UNICEF, what is an example of gender-related result in your programmes that you can share with us?

Can you please share results that stand out for you that show an advancement of adolescent girls' leadership and well-being?

To what extent is UNICEF paying attention to giving a role to adolescents in programmes at design, implementation, monitoring, evaluation, reporting and policy formulation stages?

- To what extent do they ensure you take an inclusive approach to work with adolescents in all their diversity?

What does transformative change mean to you?

- What are some examples of transformative change?
- To what extent has UNICEF contributed to producing transformative changes in gender norms and systems?

What are the remaining challenges in your partnership with UNICEF that would need to be tackled to improve the effectiveness of the partnerships as well as gender program design and implementation?

Do you have any additional information or lesson learnt you would like to share?

3.9 UNICEF Cross-sector Programme Staff Interview Guide

Key Information

Name of interviewer	
Date / time of interview	
Unique ID	
Agency - type of organization	
Position	
Time in this position	

Introduction

Thank you for your interest in this research. Our names are XXX and XXX and we work for Social Development Direct (SDDirect), which has been commissioned by UNICEF to carry out an evaluation of UNICEF's gender action plans.

The purpose of the evaluation is to assess the effectiveness of the implementation of UNICEF's Gender Policy and Gender Action Plans (GAPs 2 and 3), covering the performance and results of UNICEF's gender work in development, humanitarian, and nexus contexts, from 2019 to 2023. The evaluation will focus on three main elements:

- **The conceptual framework of the gender policy and gender action plans**
- **The institutional enablers and their implementation**
- **The programmatic results.**

Your participation in this exercise is voluntary and anonymous. You will find more details on this in the consent form you have signed. You have the right to withdraw your consent or to end the interview at any time, even if you have already agreed to take part. You have the right to refuse to answer certain questions and to request that the answers given to the questions be deleted.

If you agree to take part, you will take part in an interview or group discussion lasting between 60 (KII) and 90 minutes (FGD).

Would you agree to us taking notes and recording the interview?

**Informed consent and demographic data to be completed

Questions

Introduction

Can you introduce yourself, including your position in this Country office and how long you've been there? Which positions have you occupied in UNICEF before?

External Context

Can you describe the context in which you operate and the extent to which the government is prioritizing a gender equality agenda in your sector?

Can you give us a brief overview of the programs in your sector? *(if needed)*

Section 1: Conceptual framework for gender equality policy and action plans.

Do you consider that you integrate (or try to integrate) gender considerations into your work and if so, do you use a specific guidance framework/framework (policy document)?

- Which one(s) and for how long?

If not mentioned: Do you know GAP?

- If yes: To what extent has the GAP influenced the drafting of the office's/sector's gender strategy and/or influenced the work you do?
- Does the scope of the GAP reflect the realities of your sector?

Are you familiar with UNICEF's Gender Policy?

- Is it a document you refer to/use, and if so, how?

Section 2: The institutional enablers for gender-responsive work

Can you tell us to what extent you integrate gender considerations into your work?

Gender analysis

- Do you conduct gender analyses when developing program documents?
- If so, *please describe the process*: Who conducts them, what method is used, the level of detail and how do you integrate the results into the programs?

Monitoring and evaluation

Do you systematically include gender indicators in your programs? If so, which ones?

- Probe beyond disaggregated data - probe for sector-specific indicators

Could you give some examples of how gender data has influenced decision-making in your sector and your programs?

Are you familiar with GAP's M&E system and indicator matrix?

- If so, what do you use it for?
- What factors facilitate or hinder the use of the GAP M&E system?
- Do you think that the GAP's indicator matrix adequately reflects the work you are doing on gender in your programs? Why or why not?

Human resources

How do you see your role in promoting gender equality?

Do you feel well supported in this task?

- Please describe how you are supported (technical support from gender/GFP specialist, documents, other)

Have you received any gender training, when, for how long and how useful was it?

What factors facilitate or hinder gender mainstreaming in your work?

UNICEF's strategic plan recommends the integration of several coexisting cross-cutting issues (gender, migration, climate change, disability).

- What does this mean in concrete terms for your work?
- Are you able to integrate all these themes into your work? And in what way?

Partnerships

Do you have partnerships with other UN agencies in the field of gender equality?

- What works well and what doesn't?

To what extent is UNICEF able to influence government priorities on gender equality and catalyze national policies and investments?

- What are the factors that facilitate and hinder partnerships?

What type of CSOs do you mainly partner with?

- How would you rate partnerships with CSOs in general?
- GAP 3 stresses the priority of forging partnerships with feminist organizations. What progress has been made in this area? What are the blocking factors?
- What are the results of these partnerships?

Accountability and visibility

Is gender an integral part of your performance review?

To what extent is gender equity promoted/discussed in your office?

- To what extent do senior managers demonstrate their commitment to gender equality? Can you give some examples?

- Are gender issues discussed at management meetings (CMT country management team)? Section meetings, all-staff meetings, budget reviews?

Section 3 Programmatic results

Can you give examples of areas in which UNICEF has made a significant contribution to gender equality in your sector?

- Let the person answer and for each result quote, ask:
 - How long was the program?
 - What is the scale of these results (it's important to check the **scale/number of beneficiaries**)?
 - What helped us achieve these results?

*It is likely that the respondent will cite results related to once-off events or short-term projects. It is important to probe and ask for results according to the following parameters: **results of once-off events/short-term projects, vertical programs focused on girls (longer term), or sustainable results that influence systems or norms (i.e. results in governmental processes or results obtained as a result of long-term community involvement).***

To what extent has UNICEF helped bring about transformative changes in norms and systems?

If not discussed further: To what extent are you able to influence government and work upstream to influence policy, legislation and government intervention and investment in your sector?

If relevant to the sector and appropriate to the context, ask:

- What role do adolescents play in your programs at the design, implementation, monitoring, evaluation, reporting and policy formulation stages?
- How do you ensure an inclusive approach to working with adolescents in all their diversity? What does transformative change mean to you? (Probes: What are some examples of transformative change?)

Lessons learned

Do you think there should be a GAP 4 to guide UNICEF's gender mainstreaming efforts?

- Why?
- What to keep and scale?
- What challenges require a new response or a change of strategy?
- What is your level of ambition? Given the context in your country, can you describe what the ultimate stage of gender mainstreaming in your sector would look like?

Is there anything else we should know or that you'd like to share?

3.10 Participatory Workshop with Country Office Staff

Preparation for Facilitator

This guide has been prepared for use by facilitators when undertaking the participatory workshop with UNICEF country staff as part of the Evaluation of UNICEF's Gender Policy and Gender Action Plans, 2019-2023. The content includes an introductory script, link to the consent form, outline of activities and prompts for engaging the participants.

Ahead of the workshop, it is important to confirm the sessions are single-sex and take place in a comfortable environment where the staff feel open to participate and share.

Please familiarise yourself with this guide, including the suggested timings for the activities, and the necessary materials you will need to arrange. Please ensure you agree the language of facilitation that participants are happy with ahead of the workshop.

It is also important to ensure you have access to this tool in the relevant and appropriate language for the context in which you are working. Translation will be undertaken by core team or national consultant based on the need of the case study context (anticipated languages - English, French, Arabic and Spanish), this should take place as you prepare for the case study.

Where the evaluation core team lead does not speak the language which is selected for facilitation, the National Consultant will lead the session and the core team member will record for the purpose of note taking.

Who is the workshop for and how to run it

We will convene two, three hour, single-sex workshops for 12-15 UNICEF staff participants per case study country (sex disaggregated).

We propose the following purposive sampling:

Invite an equal number of staff from the following three groups: IP (International Staff – from various levels, excluding management); NO (National Officers); GS (General Staff – national and lower levels of hierarchy) and constitute three sub-groups along those categories. Talk to the Gender Advisor to explain the purpose of the workshop and the topics tackled and ask her to discuss the selection with the Head of the Staff Association and/or Human Resources, within the three categories (5 staff in each category) – it should be staff who “will have something to say and will attend” (ie interested in gender issues and vocal about them). Make sure to invite the staff association Head Office Counsellor (if they exist) to the workshop. Ideally, the invitations should be sent by email by the Gender Specialist and follow-ups should be made to motivate them, face to face by gender staff. This may vary by context, so please do discuss this with the CO.

Process to inform and motivate the staff to attend:

The best is to ask the Gender Advisor to send an email inviting a selected number of participants to a “*participatory* single-sex workshop to discuss how gender considerations are integrated in the office, workplace issues etc”. Explain that there will be work in sub-groups.

The workshop is designed to last 3-4 hours, but could benefit from an additional hour – check with the Gender Advisor if this would be at all possible.

Organising it in the morning is better than the afternoon – it gives the opportunity to offer lunch AND extend the time if needed. In some cases, UN COs are closed on Friday afternoon, organising the workshop on Friday morning and offering a lunch is a good way to attract staff. Check if it is at all possible (from example from 10 to 13h, or better 9h to 12h – the latter giving the possibility to participants to continue the discussion if they want to). This will vary by context, so make the decision in close consultation with the CO.

An adapted Oxfam’s 12 Box Approach⁶ will be used for this workshop. Through application of this methodology we will work with the group to reflect on the implementation of the commitments made under the GAP, its impact on organisational culture on gender equality and in programmatic work. During these discussions we will likely cover some sensitive topics such as power dynamics, gender parity, zero-tolerance, to ensure the safety and trust of participants we will hold same-sex workshops, employ group-work, begin the sessions with trust-building exercises and have regular check-ins throughout.

The workshops will be co-facilitated by the core evaluation team member and the National Consultant and note capturing will be shared to ensure views and perspectives are captured in the final report. Logistical support from the UNICEF CO will be requested where possible for each country case study⁷, information on budget for venue hire and refreshments can be found in the case study budgets in the case study protocol.

Who are we and why are we here

[Social Development Direct](#) has been contracted by the UNICEF Evaluation Office to conduct an evaluation to assess the effectiveness of implementing the Gender Policy and the Gender Action Plans (2 and 3) across UNICEF, covering the performance and results of UNICEF’s support for gender equality along the humanitarian, development and peace nexus from 2019-2023⁸. The evaluation will inform the future of the GAP and the next Strategic Plan.

The evaluation will examine three main components:

- **the Gender Policy and Gender Action Plans conceptual framework,**

⁶ <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/135013/12-boxes-framework-facilitators-guide-010107-en.pdf;jsessionid=C73BD81FB974B3ECA27B51DE7F423EC1?sequence=1>

⁷ For more detail on the budget for your case study please refer to the [case study protocol](#).

⁸ This follows a previous evaluation of GAP 2 that concluded in 2019.

- **the institutional enablers and their implementation,**
- **and the programmatic results and integration of gender equality across programmes.**

As part of this evaluation, we are conducting case studies in six different countries, including Bangladesh, Peru, Democratic Republic of Congo, Mozambique, Egypt and Bosnia & Herzegovina. This workshop feeds into the case study, the purpose of this workshop is to explore the organizational culture change around gender equality at a country office level.

Your participation in this exercise is voluntary and anonymous. It may be good to be very explicit and say: *What is said in this room will stay in this room – I as a facilitator will not attribute anything heard here to specific individuals; but equally, you, as participants, also need to commit that you will not share who said what today with other colleagues who are not with us now.* More details on this are explained in the consent form you signed. 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.

Please hand out the printed informed consent forms to be signed .

Introduction

Take time to introduce the agenda for the workshop, outlining the activities and timings for the session.

1. Ice breaker (10 mins)
2. Understanding gendered roles and expectations

This is a participatory workshop, we appreciate and encourage your active participation throughout. Please feel free to speak openly and honestly in this space and listen respectfully to the views of others. Before we begin, we would like to take some time to agree ground rules for our session.

- Use a flip chart to write an example such as listen respectfully.
- Ask the group to contribute other suggestions that would contribute to this feeling like a safe space for all to participate equally.

Introducing the framework

Allow: 15 minutes

Start by framing the workshop, to talk about organizational culture change and the relevance of this process.

‘Under the Gender Policy and the GAP, UNICEF made commitments to gender equality some of which relate to programmatic results and others of which that relate to organizational culture. In this workshop we will mainly focus on organizational culture change in relation to gender equality.’

‘In this session we will use an adapted version of the 12-Boxes Framework, developed by Oxfam-NOVIB to reflect on the extent to which gender is integrated, and mainstreamed into the UNICEF CO. This tool will be used for reflection to allow this group to reflect on the UNICEF implementation of the GAP 3 . The 12 boxes represent twelve elements that an organisation should have in place to be gender sensitive; elements that are inter-related building blocks.’

Then we will go on to explain the framework itself and how we will use it, please refer to the adapted 12 boxes framework information sheet printed out for participants to aid you in introducing this framework.

Please see separate sheet titled, ‘introduction to the 9 boxes’ – read well the introduction in advance, and ensure you can explain to the participants how the table is built and what they will have to do.

	Vision and commitments	Structure	People
Technical	The policies and frameworks in place at country level demonstrate UNICEF’s commitment to gender equality.	<p>The structures, roles and responsibilities contribute to gender equality.</p> <ul style="list-style-type: none"> - Are gender focal points and programme staff appropriately located (within the organogram), have sufficient power/seniority to influence (and drive) decisions? - Women are in leadership positions? - Those that champion gender equality are positioned to influence decision making? 	<p>Staff have the capacity, power and resources to integrate gender and fulfil their responsibilities on gender equality.</p> <ul style="list-style-type: none"> - Are there adequate financial and technical resources to deliver commitments on gender equality (internally and in UNICEF’s programmatic work)? - Do the relevant staff have the appropriate capacity to deliver commitments on gender equality?

<p>Political (Leadership and Accountability)</p>	<p>Staff involved in designing policies and accountability mechanisms apply a gender lens.</p> <ul style="list-style-type: none"> - Do recruitment, retention and progression / promotion policies and approaches promote gender equality? - Do the remote working policies and other policies conducive to work-life harmony for both women and men? - Which voices are most frequently included in decision making institutionally and which are excluded? 	<p>Leadership represents diverse perspectives and consider gender equality in formal and informal decision making.</p> <ul style="list-style-type: none"> - Are there women in senior roles and are they able to influence, and engage in decision making? - Are the responsibilities of leadership to promote gender equality in the workplace clear? - Gender equality objectives and commitments are embedded in Staff performance reviews (PR)? 	<p>Gender equality is considered the responsibility of everyone at UNICEF, and staff are held accountable for their commitments on gender equality.</p> <ul style="list-style-type: none"> - Are staff clear on their responsibilities on gender and have the capacity to deliver them? - Are staff held accountable to their commitments on gender equality? - Men think that measures promoting parity and women’s preferential access to senior jobs are justified and they support them
<p>Culture</p>	<p>The beliefs, norms and values present in the UNICEF Country Office are aligned and conducive to promoting a gender equitable environment and organisational culture.</p> <ul style="list-style-type: none"> - Do the values, norms and beliefs in UNICEF CO reflect and promote gender equitable attitudes and behaviours? Both internally and within programmatic work. 	<p>Leadership demonstrate their commitment to gender equality, through their behaviour and view it as a priority.</p> <ul style="list-style-type: none"> - Leaders behave in a way that is respectful and inclusive (including delegating decision making, power sharing, open communication, collective care); any complaints received are addressed swiftly and at the highest level of the org; or complaints dealt with appropriately; 	<p>Staff attitudes, knowledge and behaviour demonstrate alignment and commitment to gender equality.</p> <ul style="list-style-type: none"> - Are staff attitudes, beliefs and norms conducive to gender equality? - Is there freedom and space for staff members to discuss gender equality, at both the organisational and the programme levels? Is it easier for some staff than for others? - For the women’s group: Women have a space, formal or informal, to discuss and exchange about their work

	<ul style="list-style-type: none"> - Do you feel safe within the office, do you know where and how to report, and feel able to report inappropriate behaviour in line with zero-tolerance policies? - Do you feel that men and women have equal access to career opportunities at all levels of the country office? - Do you feel that a person's gender (or anything else - age, religion, education background, sexual identity, etc.) impacts their experience of working with the UNICEF Country Office? 	<ul style="list-style-type: none"> - Leaders encourage open and transparent culture which addressed issues of gender equality (power etc) - Do leaders champion gender equality externally? - Do leaders fund gender sufficiently? 	<p>experience in this office and the specific constraints they experience in work-life balance</p> <ul style="list-style-type: none"> - For the men's group: Men support the creation of such a space
--	---	---	--

Understanding gendered roles and expectations: Group Exercise

Allow: 1h30 hour

Introduce the group work: Merry-go-round exercise.

For this group exercise "Merry-go-Round", you will need to have 3 large sheets of brown paper/flip chart.

Step 1

- Explain that each group will be split in 3 and have the opportunity to reflect on all three fields in turn, see below
- Now split the group into 3 (IPs, NOs, GSs) and give each group:
 1. A large sheet of brown paper
 2. The set of questions related to one of the following rows in the 12-box framework (Technical, Leadership and Accountability and Cultural) - if possible, printed in A3, color
 3. One copy of the full 12-box table in A4 for each participant
- Invite the group to discuss the statements and probing questions in the boxes they received. For each box in their row the group will be asked to:

- Consider the statement and the probing questions and discuss whether UNICEF is achieving this, capture your thoughts on the paper, in a synthesised way (*explain each group will have the opportunity to present and bring more details if needed*).
- Consider the statement, and discuss whether there have been a positive, negative or no change since 2019 (the implementation of GAP 2 or GAP 3). The groups provide a rating for each box as follows: (-) negative means the situation has deteriorated, (=) refers to no change, (+) refers to positive change, (++) refers to very positive changes. Can you give examples of these changes?
- Do these changes represent +ve / -ve or neutral changes in your opinion – why ?

For this first round of group discussion, each group gets to work on their table for **45 minutes**.

Step 2

Ask the group to rotate - the rotation of groups can happen in two ways, depending on the room set-up and if they have lunch on the table where they work:

- *The papers stay on the table and groups rotate*: Each piece of brown paper will present one row in the framework and each will be on a different table, the groups will move around the room. Before the groups start work explain that each group will rotate around the three tables, and each group will have the chance to comment on each row. Please see guidance on the process below.
- The participants stay seated around their table and the brown papers rotate from one group to the other.

For the second group work session, allow 30 minutes for the discussion. If this team would like to add, edit, clarify they should do so, **using a different colour marker**. Similarly they should rate each box as negative, same, good and very good using a different colour marker.

Step 3

For the third group work session, allow 20 minutes for discussion. The incoming team can edit, clarify and add using *a different colour marker than that of the previous two colours*. Again, they will rank each box using that colour.

Break

Allow 15 minutes OR serve lunch and ask the participants to bring lunch back to their table

Understanding gendered roles and expectations: Discussion

Allow: 60 minutes

In this session the sub-groups come back together, present and discuss the issues that emerged in sub-groups. They will have the opportunity to share their thinking, discuss the differences in the perspectives and scores across the groups and agree on possible recommendations to address challenges found

- Paste the three flip charts on a wall, which should include the issues discussed and the rankings per field (technical, leadership and accountability, cultural).
- Ask the first sub-group who wrote on a given brown paper to present what they wrote on a given topic, and then ask the two other groups to present what they added and explain their perspective on the same topic. The facilitator should quickly synthesize commonalities, divergences and

issues emerging and probe around the issues relevant for this evaluation to get more details. Close the conversations on each paper by synthesising the recommendations that were made by the participants and/or asking the group to identify a way forward/recommendation and write them on the same paper, in a different colour which stands out (red for example)

- Then turn to the next flipchart and adopt the same process, twice.

The lead facilitator for this session should lead the discussion, the other evaluation team member will adjust the rankings in real time on the flipcharts/screen AND take notes of the conversation.

End of session

Allow 5 minutes

End the session by thanking the group for their valuable insights, ask them to give their feedback and inform them how they will know the results of the case studies and the final report.

4. Staff Survey

Variable	Question	Logic	Choices
<i>Section Name</i>	Introduction		
<i>Intro</i>	<p>Please note you can change the language in which you are completing the survey at the top of the page</p> <p>This survey is undertaken as part of the evaluation of the UNICEF Gender Policy and Gender Action Plans 2 and 3. The evaluation was commissioned by UNICEF Evaluation Office as part of the Plan for Global Evaluations, and conducted in partnership with Social Development Direct. It was launched in November 2023 and will be completed by September 2024.</p> <p>The purpose of the evaluation is to assess the effectiveness of implementing the Gender Policy and the Gender Action Plans (2 and 3) across UNICEF, covering the performance and results of UNICEF's support for gender equality along the humanitarian, development and peace nexus from 2019-2023. The evaluation will examine three main components: the Gender Policy and Gender Action Plans conceptual framework, the institutional enablers and their implementation, and the programmatic results and integration of gender equality across programmes. Please find more details here.</p> <p>This survey is directed at UNICEF colleagues across all offices, and it will be complemented by data collection at the global, regional and country levels. The purpose of the survey is to provide an opportunity for you to share your views on the integration of gender throughout UNICEF, both institutionally and within its programming and policy work.</p> <p>We greatly appreciate your time and effort in participating in this study. The Evaluation Office will share the results once ready. The survey:</p> <ul style="list-style-type: none"> - should take approximately 10-15 minutes. - is open until 2 April. - can be completed in one of the following languages: English, French, Arabic, Spanish, Russian. - can be completed in various stages, so you can close the window halfway or use the "save draft" button at the end- the server will save 		[Enumerator Note]

	your responses and you will just need to accept to load the record the next time you open the link		
<i>Consent_title</i>	Your participation in the survey		[Enumerator Note]
<i>Consent</i>	<p>- While participation in this survey is voluntary, we highly encourage your participation. You do not need to address every question, please skip any question you do not want to answer.</p> <p>- All information provided will remain anonymous and confidential and will not be attributed to any individual.</p> <p>- 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.</p> <p>- You will have the opportunity to leave your contact details if you want us to get in touch to provide more information.</p>		[Enumerator Note]
<i>Contact_details_title</i>	Contact details		[Enumerator Note]
<i>Contact_details</i>	The survey is sent out by the Evaluation Office. If you have any concerns and would like to speak to the Evaluation Manager, or access the survey results, you can contact Erica Mattellone emattellone@unicef.org		[Enumerator Note]
<i>Section Name</i>	Your office and role		
<i>office_type</i>	Where are you based?		UNICEF Headquarters UNICEF Regional Office UNICEF Country Office
<i>headquarter_division</i>	Please choose your division or office from the list.	<code>\$(office_type) = 'hq'</code>	Data, Analytics, Planning and Monitoring Emergency Programmes Financial and Administrative Management Global Communication & Advocacy Global Office of Foresight and Research Global Shared Services Centre Human Resources Information and Communication Technology Programme Group Private Fundraising and Partnerships Public Partnerships Division Supply Ethics Office Evaluation Office Internal Audit and Investigations Legal Office Office of the Executive Director

			Office of Innovation Office of Ombudsman Office of the Secretary of the Executive Board Other
<i>regional_office</i>	In which Regional Office are you based at?	<code>#{office_type} = 'ro'</code>	EAPRO ECARO ESARO LACRO MENARO ROSA WCARO
<i>region_co</i>	In which region?	<code>#{office_type} = 'co'</code>	EAPR ECAR ESAR LACR MENAR SAR WCAR
<i>co_eapr</i>	In which Country Office are you based?	<code>#{region_co} = 'eapr'</code>	Cambodia China Fiji Indonesia Kiribati Lao, People's Democratic Republic Malaysia Micronesia Mongolia Myanmar Papua New Guinea Philippines Samoa Solomon Islands South Korea, Rep Thailand Timor Vanuatu Vietnam
<i>co_ecar</i>	In which Country Office are you based?	<code>#{region_co} = 'ecar'</code>	Albania Armenia

			Azerbaijan Belarus Bosnia and Herzegovina Bulgaria Croatia Georgia Greece Kazakhstan Kyrgyzstan Moldova, Rep of Montenegro North Macedonia Romania Russian Federation Serbia Serbia & Montenegro (Kosovo) Switzerland Tajikistan Turkey Turkmenistan Ukraine Uzbekistan
<i>co_esar</i>	In which Country Office are you based?	<code>\$(region_co) = 'esar'</code>	Angola Botswana Burundi Comoros Eritrea Eswatini Ethiopia Kenya Lesotho Madagascar Malawi Mozambique Namibia Rwanda Somalia South Africa South Sudan Tanzania, United Republic of

			Uganda Zambia Zimbabwe
<i>co_lacr</i>	In which Country Office are you based?	<code>\$(region_co) = 'lacr'</code>	Argentina Barbados Belize Bolivia Brazil Chile Colombia Costa Rica Cuba Dominican Republic Ecuador El Salvador Guatemala Guyana Haiti Honduras Jamaica Mexico Nicaragua Panama Paraguay Peru Saint Lucia Suriname Trinidad & Tobago Uruguay Venezuela
<i>co_menar</i>	In which Country Office are you based?	<code>\$(region_co) = 'menar'</code>	Algeria Djibouti Egypt Iraq Jordan Kuwait Lebanon Libya Morocco Oman

			Palestine, State of Qatar Saudi Arabia Sudan Syrian Arab Republic Tunisia United Arab Emirates Yemen
<i>co_sar</i>	In which Country Office are you based?	$\${region_co} = 'sar'$	Afghanistan Bangladesh Bhutan India Maldives Nepal Pakistan Sri Lanka
<i>co_wcar</i>	In which Country Office are you based?	$\${region_co} = 'wcar'$	Benin Burkina Faso Cameroon Central African Republic Chad Congo Congo, Democratic Republic of Cote d'Ivoire Equatorial Guinea Gabon Gambia Ghana Guinea Liberia Mali Mauritania Niger Nigeria São Tomé and Príncipe Senegal Sierra Leone Togo
<i>contract_category</i>	What is your post category?		National (NO - National Professional Officer) National (GS - General Service)

			International Professional (IP) Consultant United Nations Volunteer (UNV) Intern/fellow Other
<i>grade_no</i>	What is your grade?	$\${contract_category} = 'no'$	NOA NOB NOC NOD NOE
<i>grade_ip</i>	What is your grade?	$\${contract_category} = 'ip'$	P1 P2 P3 P4 P5 D1 D2 and above
<i>grade_gs</i>	What is your grade?	$\${contract_category} = 'gs'$	G1 G2 G3 G4 G5 G6 G7
<i>functional_area_macro</i>	What is/are your functional area(s)?		Emergency External relations (Communication, Fund Raising, Partnerships) Management Operations Programme and Policy Other (please specify)
<i>functional_area_macro_specify</i>	Please specify.	$selected(\${functional_area_macro}, 'other')$	
<i>functional_area_external_relations</i>	What specific area(s) within external relations?	$selected(\${functional_area_macro}, 'external_relations')$	Communication Fund Raising Partnerships
<i>functional_area_management</i>	What specific area(s) within management?	$selected(\${functional_area_macro}, 'mgmt')$	Executive Management Senior Leadership
<i>functional_area_operations</i>	What specific area(s) within operations?	$selected(\${functional_area_macro}, 'operations')$	Administration Financial Management

			Human Resources ICT Operations Supply Management Transportation
<i>functional_area_programme_policy</i>	What specific area(s) within programme and policy?	selected(\${functional_area_macro}, 'programme_policy')	Adolescent Development Child Protection Early Childhood Development Education Gender Development Health Health and Nutrition HIV/AIDS Innovation Knowledge Management Nutrition Programme Management Research, Planning, Monitoring and Evaluation Social and Behaviour Change Social Policy WASH
<i>emergency_station</i>	Are you serving in an emergency duty station?		Yes - L1 Yes - L2 Yes - L3 No
<i>years_at_UNICEF</i>	How many years have you worked in UNICEF in total (as either staff member or non-staff)? Please input a number higher than zero.		
Section Name	Gender guidance		
<i>Heard_GP</i>	Have you heard about UNICEF Gender Policy 2021-2030?		Yes No
<i>Agreement_extent</i>	To what extent do you agree with the following statements?	\${Heard_GP} = 'yes'	
<i>Gender_guidance_GP_useful</i>	The UNICEF Gender Policy 2021-2030 is a useful document, and it informs the way I work on gender.	\${Heard_GP} = 'yes'	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know

<i>Gender_guidance_GP_yes</i>	How is the Gender Policy 2021-2030 useful and how does it inform the way you work on gender? For example, has it influenced your personal workplan, what projects and interventions you choose, what partnerships you engage in, how you allocate resources, how you monitor and report? Please comment.	$\{Gender_guidance_GP_useful\} = 'strongly_agree'$ or $\{Gender_guidance_GP_useful\} = 'agree'$	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_GP_no</i>	Why do you think the Gender Policy 2021-2030 is not useful/why do you think it does not inform the way you work on gender? Please comment.	$\{Gender_guidance_GP_useful\} = 'strongly_disagree'$ or $\{Gender_guidance_GP_useful\} = 'disagree'$	
<i>Heard_GAP</i>	Have you heard about UNICEF Gender Action Plans?		Yes No
<i>Agreement_extent_2</i>	To what extent do you agree with the following statements?	$\{Heard_GAP\} = 'yes'$	
<i>Gender_guidance_GAP_useful</i>	The Gender Action Plan 3 is a useful framework, and it informs the way I work on gender.	$\{Heard_GAP\} = 'yes'$	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_GAP_yes</i>	How is the Gender Action Plan 3 useful and how does it inform the way you work on gender? For example, has it influenced your personal workplan, what projects and interventions you choose, what partnerships you engage in, how you allocate resources, how you monitor and report? Please comment.	$\{Gender_guidance_GAP_useful\} = 'strongly_agree'$ or $\{Gender_guidance_GAP_useful\} = 'agree'$	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_GAP_no</i>	Why do you think the Gender Action Plan 3 is not useful/why do you think it does not inform the way you work on gender? Please comment.	$\{Gender_guidance_GAP_useful\} = 'strongly_disagree'$ or $\{Gender_guidance_GAP_useful\} = 'disagree'$	
<i>Gender_guidance_CO_GAP</i>	My office has a Gender Action Plan.	$\{office_type\} = 'co'$	Yes No I don't know
<i>Gender_guidance_table</i>	To what extent do you agree with the following statements?		
<i>Gender_guidance_CO_GAP_informs</i>	My country office's Gender Action Plan informs my work on gender.	$\{Gender_guidance_CO_GAP\} = 'yes'$	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

			I don't know
<i>Gender_guidance_power</i>	I have adequate power to influence decisions on how and to what extent gender equality is integrated into the work of my office.	selected({functional_area_programme_policy}, 'gender')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_goal_areas</i>	The actions for gender integration in each of the five key Goal Areas (health and nutrition, WASH, education, child protection and social protection) are clearly articulated in Gender Action Plan 3.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_ado_agenda</i>	The adolescent girl agenda is clear and relevant to the work of my office.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_GP and GAP</i>	The Gender Policy and the Gender Action Plan are comprehensive and relevant to the various needs of all children adolescents and women across regions.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Gender_guidance_why</i>	Please specify why you disagree or Strongly disagree on any of the previous statements	\${Gender_guidance_power} = 'strongly_disagree' or \${Gender_guidance_power} = 'disagree' or \${Gender_guidance_goal_areas} = 'strongly_disagree' or \${Gender_guidance_goal_areas} = 'disagree' or \${Gender_guidance_ado_agenda} = 'strongly_disagree' or \${Gender_guidance_ado_agenda} = 'disagree' or \${Gender_guidance_GPandGAP} = 'strongly_disagree' or	

		§{Gender_guidance_GPandGAP} = 'disagree'	
Section Name	Accountability and leadership		
<i>Accountability_leadership_table</i>	To what extent do you agree with the following statements?		
<i>Accountability_leadership_gender_integration</i>	All staff are held accountable for ensuring that gender equality is integrated across all of UNICEF's work.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Accountability_leadership_snr_leadership_results</i>	Senior leadership is held accountable for gender results.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Accountability_leadership_snr_leadership_workplace</i>	Senior leadership in my office is committed to an inclusive and equitable workplace.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Accountability_leadership_trust_zero_tolerance</i>	Issues of discrimination in my office are dealt with zero tolerance.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Accountability_leadership_equity_promotion</i>	Gender equality is promoted in my office and leadership communicates about it.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Accountability_leadership_accountability_mechanisms</i>	The Gender Action Plan of my office is well integrated into the office management plan.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

			I don't know
<i>Accountability_leadership_snr_leadership_example</i>	Senior management and leadership lead by example to demonstrate their commitment to gender equality through visible actions within and outside the office.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Accountability_leadership_why</i>	Please specify why you disagree or Strongly disagree on any of the previous statements	<p> $\{Accountability_leadership_gender_integration\} = 'strongly_disagree'$ or $\{Accountability_leadership_gender_integration\} = 'disagree'$ or $\{Accountability_leadership_snr_leadership_results\} = 'strongly_disagree'$ or $\{Accountability_leadership_snr_leadership_results\} = 'disagree'$ or $\{Accountability_leadership_snr_leadership_workplace\} = 'strongly_disagree'$ or $\{Accountability_leadership_snr_leadership_workplace\} = 'disagree'$ or $\{Accountability_leadership_trust_zero_tolerance\} = 'strongly_disagree'$ or $\{Accountability_leadership_trust_zero_tolerance\} = 'disagree'$ or $\{Accountability_leadership_equity_promotion\} = 'strongly_disagree'$ or $\{Accountability_leadership_equity_promotion\} = 'disagree'$ or $\{Accountability_leadership_accountability_mechanisms\} = 'strongly_disagree'$ or $\{Accountability_leadership_accountability_mechanisms\} = 'disagree'$ or $\{Accountability_leadership_snr_leadership_example\} = 'strongly_disagree'$ or $\{Accountability_leadership_snr_leadership_example\} = 'disagree'$ </p>	
<i>Section Name</i>	Staffing and culture		

<i>Staffing_culture_table</i>	To what extent do you agree with the following statements?		
<i>Staffing_culture_gender_important</i>	Integrating gender into my work is important to me.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_gender_results_everyone</i>	At UNICEF, everyone considers advancing gender equality and the empowerment of women and girls their responsibility.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_discrimination_everyone</i>	At UNICEF, everyone considers promoting gender equality and ending all forms of discrimination in the workplace is their responsibility.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_gender_key_tor</i>	Gender is a key aspect of my job responsibilities.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_my_gender_responsibilities</i>	I understand my responsibilities in contributing to gender equality through my work.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_support</i>	I have sufficient support to deliver the gender responsibilities in my role.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_incentives</i>	The right incentives are in place, so that colleagues are motivated to apply a gender lens to their work.		Strongly disagree Disagree

			Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_values_gender</i>	There are shared values on gender equality within UNICEF		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_values_gender_GAP_GP</i>	The Gender Action Plan and the Gender Policy contributed to promoting shared values on gender equality within UNICEF.	\$(Heard_GP) = 'yes' and \$(Heard_GAP) = 'yes'	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_inclusive_policies_processes</i>	My office promotes gender equality in the workplace through inclusive policies and processes that address diverse needs of all staff.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_gender_parity</i>	Gender parity is promoted in my office at all levels and sectors through (select all that apply):		Recruitment and hiring processes Promotion processes Retention processes None of the above I don't know
<i>Staffing_culture_gender_progress</i>	In the time I have worked at UNICEF, there has been progress in the way it is promoting gender equality within the workplace		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_equality_opportunities</i>	I have an equal opportunity to progress to more senior positions in UNICEF as everyone else.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know

<i>Staffing_culture_equality_opportunities_women</i>	Women have an equal opportunity to progress to senior positions in UNICEF as everyone else.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_equality_opportunities_genderdiverse</i>	Gender diverse colleagues (staff who may not identify with binary, male-female genders) have an equal opportunity to progress to senior positions in UNICEF as everyone else.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Staffing_culture_why</i>	Please specify why you disagree or Strongly disagree on any of the previous statements	\${Staffing_culture_gender_results_everyone} = 'strongly_disagree' or \${Staffing_culture_gender_results_everyone} = 'disagree' or \${Staffing_culture_discrimination_everyone} = 'strongly_disagree' or \${Staffing_culture_discrimination_everyone} = 'disagree' or \${Staffing_culture_gender_important} = 'strongly_disagree' or \${Staffing_culture_gender_important} = 'disagree' or \${Staffing_culture_gender_key_tor} = 'strongly_disagree' or \${Staffing_culture_gender_key_tor} = 'disagree' or \${Staffing_culture_my_gender_responsibilities} = 'strongly_disagree' or \${Staffing_culture_my_gender_responsibilities} = 'disagree' or \${Staffing_culture_support} = 'strongly_disagree' or \${Staffing_culture_support} = 'disagree' or \${Staffing_culture_incentives} = 'strongly_disagree' or \${Staffing_culture_incentives} = 'disagree' or	

		<p> $\{Staffing_culture_values_gender\} =$ 'strongly_disagree' or $\{Staffing_culture_values_gender\} =$ 'disagree' or $\{Staffing_culture_values_gender_GAP_GP\} =$ 'strongly_disagree' or $\{Staffing_culture_values_gender_GAP_GP\} =$ 'disagree' or $\{Staffing_culture_inclusive_policies_processes\} =$ 'strongly_disagree' or $\{Staffing_culture_inclusive_policies_processes\} =$ 'disagree' or selected($\{Staffing_culture_gender_parity\}$, 'none') or $\{Staffing_culture_gender_progress\} =$ 'strongly_disagree' or $\{Staffing_culture_gender_progress\} =$ 'disagree' or $\{Staffing_culture_equal_opportunities\} =$ 'strongly_disagree' or $\{Staffing_culture_equal_opportunities\} =$ 'disagree' or $\{Staffing_culture_equal_opportunities_women\} =$ 'strongly_disagree' or $\{Staffing_culture_equal_opportunities_women\} =$ 'disagree' or $\{Staffing_culture_equal_opportunities_genderdiverse\} =$ 'strongly_disagree' or $\{Staffing_culture_equal_opportunities_genderdiverse\} =$ 'disagree' </p>	
<i>Section Name</i>	Enablers for gender responsive work	not($\{office_type\} =$ 'hq') and selected($\{functional_area_macro\}$, 'programme_policy') or not($\{office_type\} =$ 'hq') and selected($\{functional_area_macro\}$, 'mgmt')	
<i>Enablers_table</i>	To what extent do you agree with the following statements?		
<i>Enablers_gender_analysis</i>	Gender analysis is consistently used to inform all policy and programmatic work I am involved in.		Strongly disagree Disagree

			Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_research_evidence</i>	Data, research and evidence on gender equality inform policy and programmatic work.	selected({functional_area_programme_policy}, 'research_mel') or selected({functional_area_operations}, 'knowledge_management')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gta</i>	A gender transformative approach is taken to the following components of UNICEF's programmatic work (select all that apply):		Design Implementation Monitoring None of the above I don't know
<i>Enablers_gender_mel</i>	A gender lens is consistently applied to the design of Monitoring, Evaluation and Learning systems.	selected({functional_area_programme_policy}, 'research_mel') or selected({functional_area_operations}, 'knowledge_management')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_data</i>	We collect data on gender results.	selected({functional_area_programme_policy}, 'research_mel') or selected({functional_area_operations}, 'knowledge_management')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gtp_gr</i>	I understand the difference between gender-transformative and gender-responsive approaches to programming within UNICEF.	selected({functional_area_programme_policy}, 'research_mel')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_GAP_reporting_purpose</i>	The purpose of the gender-related reporting on all the dimensions of the Gender Action Plan Standard Index, gender results and gender financing is clear.	selected({functional_area_programme_policy}, 'research_mel') or selected({functional_area_operations}, 'finance') or selected({functional_area_operations}, 'knowledge_management')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know

<i>Enablers_GAP_reporting_relevant</i>	The Gender Action Plan Standard Index is a relevant way to explore the quality of gender integration in country offices.	selected({functional_area_programme_policy}, 'research_mel') or selected({functional_area_operations}, 'finance') or selected({functional_area_operations}, 'knowledge_management')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_GAP_reporting_system</i>	The Gender Action Plan reporting system is clear and user friendly.	selected({functional_area_programme_policy}, 'research_mel') or selected({functional_area_operations}, 'finance') or selected({functional_area_operations}, 'knowledge_management')	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_GAP_reporting_use</i>	It is clear how gender data and evidence collected and reported is used to inform policy and programming decisions.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_budgeting</i>	Gender is prioritized in country office budgeting to meet commitments under the Gender Action Plan and UN System-wide Action Plan (UN-SWAP).		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_capacity_building</i>	I have benefited from opportunities to build my capacities on gender in my role (for example through training, mentoring etc.)		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_equipped</i>	I am well equipped and supported to integrate gender in my work		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_time</i>	I have the time I need to be able to deliver the gender responsibilities in my role.		Strongly disagree Disagree Neither agree nor disagree Agree

			Strongly agree I don't know
<i>Enablers_GAP_results</i>	The commitments under the Gender Action Plan related to institutional systems and processes resulted in stronger gender equality programmatic results for women and girls.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_relevant_gas</i>	Integrating gender equality in policy and programming is relevant in my sector(s)/Strategic Plan Goal Area(s).		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_gender_achieved_gas</i>	Gender equality results are achieved across all Five goals areas (health and nutrition, WASH, education, child protection and social protection).		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Enablers_why</i>	Please specify why you disagree or Strongly disagree on any of the previous statements	\${Enablers_gender_analysis} = 'strongly_disagree' or \${Enablers_gender_analysis} = 'disagree' or \${Enablers_research_evidence} = 'strongly_disagree' or \${Enablers_research_evidence} = 'disagree' or selected(\${Enablers_gta}, 'none') or \${Enablers_gender_mel} = 'strongly_disagree' or \${Enablers_gender_mel} = 'disagree' or \${Enablers_GAP_reporting_purpose} = 'strongly_disagree' or \${Enablers_GAP_reporting_purpose} = 'disagree' or \${Enablers_GAP_reporting_relevant} = 'strongly_disagree' or \${Enablers_GAP_reporting_relevant} = 'disagree' or \${Enablers_GAP_reporting_system} =	

		'strongly_disagree' or \${Enablers_GAP_reporting_system} = 'strongly_disagree' or \${Enablers_GAP_reporting_use} = 'strongly_disagree' or \${Enablers_GAP_reporting_use} = 'disagree' or \${Enablers_gender_budgeting} = 'strongly_disagree' or \${Enablers_gender_budgeting} = 'disagree' or \${Enablers_gender_capbuilding} = 'strongly_disagree' or \${Enablers_gender_capbuilding} = 'disagree' or \${Enablers_gender_equipped} = 'strongly_disagree' or \${Enablers_gender_time} = 'strongly_disagree' or \${Enablers_gender_equipped} = 'disagree' or \${Enablers_gender_time} = 'disagree' or \${Enablers_GAP_results} = 'strongly_disagree' or \${Enablers_GAP_results} = 'disagree' or \${Enablers_gender_relevant_gas} = 'strongly_disagree' or \${Enablers_gender_relevant_gas} = 'disagree' or \${Enablers_gender_achieved_gas} = 'strongly_disagree' or \${Enablers_gender_achieved_gas} = 'disagree' or \${Enablers_gtp_gr} = 'strongly_disagree' or \${Enablers_gtp_gr} = 'disagree' or \${Enablers_gender_data} = 'strongly_disagree' or \${Enablers_gender_data} = 'disagree'	
<i>Section Name</i>	Partnerships	selected(\${functional_area_macro}, 'emergency') or selected(\${functional_area_macro},	

		'external_relations') or selected({functional_area_macro}, 'management') or selected({functional_area_macro}, 'programme_policy') or selected({functional_area_macro}, 'communication') or selected({functional_area_macro}, 'fundraising') or selected({functional_area_macro}, 'partnerships') or selected({functional_area_macro}, 'exec_mgmt') or selected({functional_area_macro}, 'senior_leadership')	
<i>Partnerships_table</i>	To what extent do you agree with the following statements?		
<i>Partnerships_interagency_effectiveness</i>	UNICEF coordinates effectively with other UN agencies on gender equality policy and programming.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_interagency_results</i>	Partnering and coordinating with other UN agencies (for example through joint programmes) enables UNICEF to achieve stronger gender results.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_govt</i>	UNICEF effectively partners with and influences national governments/regional bodies on gender equality policy and programming.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_academia_effectiveness</i>	UNICEF partners effectively with academia to promote gender equality.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know

<i>Partnerships_pvtsector_effectiveness</i>	UNICEF partners effectively with the private sector to promote gender equality.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_csos</i>	UNICEF partners effectively with civil society and girl-, youth- and women-led organizations and networks to promote gender equality.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_csos_capacity_building</i>	My office effectively builds the capacity of partner girl-, youth- and women-led organizations and networks.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_csos_beneficial</i>	UNICEF's partnerships with girl-, youth- and women-led organizations are mutually beneficial.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_csos_results</i>	Partnerships with girl-, youth- and women-led organizations and networks allow UNICEF to achieve stronger gender results.		Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree I don't know
<i>Partnerships_why</i>	Please specify why you disagree or Strongly disagree on any of the previous statements	\${Partnerships_interagency_effectiveness} = 'strongly_disagree' or \${Partnerships_interagency_effectiveness} = 'disagree' or \${Partnerships_interagency_results} = 'strongly_disagree' or \${Partnerships_interagency_results} = 'disagree' or \${Partnerships_govt} = 'strongly_disagree' or \${Partnerships_govt} = 'disagree' or	

		\${Partnerships_csos} = 'strongly_disagree' or \${Partnerships_csos} = 'disagree' or \${Partnerships_csos_capbuilding} = 'strongly_disagree' or \${Partnerships_csos_capbuilding} = 'disagree' or \${Partnerships_csos_beneficial} = 'strongly_disagree' or \${Partnerships_csos_beneficial} = 'disagree' or \${Partnerships_csos_results} = 'strongly_disagree' or \${Partnerships_csos_results} = 'disagree' or \${Partnerships_pvtsector_effectiveness} = 'strongly_disagree' or \${Partnerships_pvtsector_effectiveness} = 'disagree' or \${Partnerships_academia_effectiveness} = 'strongly_disagree' or \${Partnerships_academia_effectiveness} = 'disagree'	
Section Name	Final questions		
<i>Key_progress_workplace</i>	What key progress has UNICEF made in the last 5 years to promote gender equality in your workplace?		
<i>Key_progress_gender_results</i>	What key progress has UNICEF made in the last 5 years to promote gender results, especially for women and adolescent girls?		
<i>Remaining_challenges</i>	What are the remaining challenges for UNICEF to promote gender equality?		
<i>UNICEF_future</i>	What would you suggest UNICEF does moving forward to promote gender equality?		
Section Name	About you		
<i>Gender</i>	What is your gender?		Woman Man Diverse/gender non-conforming/non-binary/third gender/gender-fluid/two-spirit/trans Prefer not to say

<i>LGBTQI</i>	Do you consider yourself a member of the Lesbian, Gay, Bisexual, Transgender, Questioning and/or Intersex (LGBTQI+) community?		Yes No Prefer not to say
<i>age</i>	What is your age group?		25 and below 26-35 36-45 46-55 56 and above Prefer not to say
<i>ethnicity</i>	What is your race or ethnicity?		Black (origins in Sub-Saharan Africa or the groups of Black African Diaspora, e.g., Afro-Caribbean, Afro-Latino, Afro-European, or African American) Northeast Asian or Northeast Asian descent (e.g. origins in Japan, China, Korea) Central Asian or Central Asian descent (e.g. origins in Kazakhstan, Kyrgyzstan, Turkmenistan, Tajikistan, Uzbekistan) South Asian or South Asian descent (e.g. origins in the Indian sub-continent) Southeast Asian or Southeast Asian descent (e.g. origins in Thailand, Indonesia, Philippines) North African/Middle Eastern or North African/Middle Eastern descent (e.g. origins in Morocco, Tunisia, Syria) Latino, Latina, Latin descent (e.g. origins in Latin America) White (origins in European countries) Indigenous or native peoples (e.g. indigenous or native from any continent; also considered First Nations or aboriginals) Mixed race/ethnicity Other (please specify) Prefer not to say
<i>ethnicity_other</i>	Please specify.	selected\${ethnicity} = 'other'	
<i>disability</i>	Do you identify as having (a) disability(ies), and if so, which one(s)?		Physical/Mobility Deaf/Hard of Hearing (e.g. difficulty hearing even with hearing aid)

			Blind/Low vision (e.g. difficulty seeing even with eyeglasses) Speech Learning/Cognitive (e.g. difficulties with memory, learning, concentration, or social interaction, associated with autism spectrum, dyslexia, ADHD, etc.) Psychosocial/Mental health (e.g., depression, anxiety, bipolar disorder, etc.) Chronic Illness No Other (please specify) Prefer not to say
<i>disability_other</i>	Please specify.	selected({disability}, 'other')	[Text]
Section Name	Conclusion		
<i>thanks</i>	Thanks for completing the survey.		[Enumerator Note]
<i>Email</i>	Feel free to type your email if you would like to contribute to the evaluation in other ways – for example taking part in an interview or focus group discussion with other staff members - or get in touch at this email: [emattellone[at]unicef.org](url). It is not mandatory. We will always ensure any information shared is treated confidentially.		[Text]