



## Technical Note

# Integrating Gender in WFP Evaluations

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## 1. Purpose of this Technical Note

1. This technical note shows how gender equality and empowerment of women (GEEW), hereafter referred to as gender, can be integrated and assessed in WFP evaluations. It provides practical advice on integrating gender in evaluations and a brief overview of the reasons why gender is such an important consideration.
2. The note covers both centralized evaluations undertaken by the WFP Office of Evaluation (OEV) and decentralized evaluations commissioned by WFP Headquarters divisions, regional bureaus and country offices. It encompasses the whole evaluation process - from preparation to dissemination and all types of evaluation.<sup>1</sup>
3. This note is supported by a number of tools which will be expanded over time.
4. This technical note will be particularly useful for WFP evaluation managers and evaluation teams.

## 2. Gender in WFP: Guidance and Commitment

5. The technical note responds to several important commitments that address gender equality and women's empowerment, namely:
  - The 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs)
  - The Agenda for Humanity

<sup>1</sup> WFP evaluations include strategic (SE), policy (PE), impact (IE), country strategic plan (CSPE), and decentralized evaluations (DE) which can also include performance and impact evaluations of individual interventions or thematic areas.

- WFP Strategic Plan (2017-2021), which calls for integration of gender across WFP work and activities. Many targets of the plan specifically recognise gender both as an objective and as part of the solution
- WFP Gender Policy (2015-2020), which recognises the importance of, and is officially committed to, “the gender transformative approach to food assistance programmes and policies”. This policy states that WFP is committed to “working for gender-transformative results with its beneficiaries”
- WFP Evaluation Policy (2016-2021) and its quality assurance system
- United Nations Evaluation Group (UNEG) Norms and Standards.

6. The technical note also builds on:

- The guidance on gender found in *the 2014 Guidance on Integrating Human Rights and Gender Equality (HR and GE) in Evaluations*
- United Nations System-Wide Action Plan (UNSWAP) - Evaluation Performance Indicator (EPI) Technical Note updated in 2018.

### Box 1: Implementing WFP Gender Policy: Transforming Goals into Action

The goal of the WFP [Gender Policy \(2015-2020\)](#) is “to enable the organization to integrate gender into all of its work and activities to ensure that the different food security and nutrition needs of women, men, girls and boys are met”. It further states that WFP strategies and associated action plans should be gender transformative because, for WFP, gender equality is both a standalone goal and a means to achieving a world of zero hunger. By addressing gender issues in the design and implementation of activities, WFP food assistance and nutrition support can contribute to positive changes in gender roles, power relations, and challenges and opportunities in the lives of the people we serve. While promoting innovative gender-transformative approaches that also respond to [local contexts](#), the policy uses a twin-track strategy and establishes minimum standards for achieving its objectives. Collecting, analysing and using [sex and age-disaggregated data](#) is the first step in designing and evaluating food assistance interventions.

The [WFP Gender Action Plan \(GAP\)](#) is the accountability framework for the implementation of the gender policy. It transforms the policy goal into concrete and measurable actions and accountabilities. It has two ‘layers’:

- i) driving gender equality programming results
- ii) programme processes and organizational change.

The gender action plan, to be achieved by 2020, lists actions and names the WFP units responsible for those actions. It also identifies indicators and targets across the nine operational outcomes. By reporting on these indicators at a corporate level, WFP can measure the outcomes and outputs that contribute to gender equality and women’s empowerment.

7. Central to WFP commitment to gender is the understanding that contexts and programmes vary widely across countries and regions. For this reason, regional implementation of gender strategies are adapted to the operating context for each region. They focus on context-specific gender dimensions in food security and nutrition.

## 3. Gender Integration and the UNSWAP – EPI

8. Effective from 2019, the United Nations System-Wide Action Plan (UNSWAP 2.0) is the gender accountability framework for all United Nations entities. The framework consists of 17 key performance indicators, organised in two sections. The first focuses on gender-related SDG results, and includes the new indicators on results as well as the oversight functions of evaluation and audit. The second includes the existing and revised indicators from UNSWAP 1.0, and a new indicator on leadership.<sup>2</sup> The “oversight” element of the UNSWAP 2.0 framework includes one

<sup>2</sup> These are (a) accountability; (b) results; (c) oversight; (d) human and financial resources; (e) capacity; and (f) knowledge exchange and networking.

indicator dedicated to evaluation, namely the Evaluation Performance Indicator (EPI-4), which has four quantitative and five qualitative criteria ([See Annex](#)).

9. The EPI is linked to the United Nations Evaluation Group Norms and Standards and serves both as a reporting tool and as a benchmark to help United Nations entities integrate gender in evaluations.

## 4. WFP Evaluation Commitments to Gender

### Box 2: Integrating Gender in Evaluations

Integrating gender into an evaluation gives the following benefits:

- It incorporates principles of equality, inclusion, participation, non-discrimination and fair power into the evaluation process and product(s). This produces a process that is inclusive, participatory and respectful of all stakeholders
- It provides information on how development programmes are affecting women and men differently. It can also assess the degree to which gender and power relationships change as a result of an intervention. This is applicable to all types of development programming, not just gender-specific work
- It produces informed recommendations. These can be used to design programmes that benefit women, men, girls and boys and contribute to positive changes in gender relations
- It helps WFP to account to its partners, and 'tell the story', of how its interventions have helped achieve WFP and wider United Nations objectives on gender.

10. WFP evaluation commitments to gender are articulated in Centralized Evaluations Quality Assurance System (CEQAS) and the Decentralized Evaluations Quality Assurance System (DEQAS). In 2017, the Office of Evaluation introduced an integrated post-hoc quality assessment. The assessment is applied to centralized and decentralized evaluations and it includes the annual UNSWAP gender meta assessment.

11. An evaluation that ignores gender risks perpetuating discriminatory structures and practices. It misses the chance to demonstrate effective interventions. It can also miss disaggregated and qualitative evidence about who benefits (and who does not) from interventions.

12. However, integrating gender into evaluation is still a new area of practice in evaluation. It is constrained by methodological and institutional challenges. Successful integration of gender requires a shift in the way evaluations are conducted at every step of the evaluation cycle.

13. For gender to be successfully integrated into an evaluation it is essential to assess the quality of the gender analysis that was undertaken before the intervention was designed. A good gender analysis should have:

- Identified contextual constraints and opportunities in relation to gender equality (e.g. laws and attitudes)
- Reviewed how well the main actors (state, government or other) have reached out to girls, boys, women and men to promote gender equality
- Collected and analysed sex and age-disaggregated data
- Appreciated differences in social groups. Social groups are not homogenous and they experience problems differently.

14. The evaluation should next establish whether the results of the gender analysis were properly integrated into the programme design. The inclusion of gender dimensions may vary, depending on the nature of the intervention being evaluated. Generally, WFP interventions fall under two categories:

- 1) Where gender is the primary focus of the intervention

2) Where gender is crosscutting and not necessarily the primary focus of the intervention.

15. In both categories, the evaluation should assess the gender dimensions of the programme design in terms of implementation processes and the results achieved.

16. If gender dimensions are not integrated into the programme design, the programme is gender “blind”, even if the results of the programme have significant gender implications.

## 5. Integrating Gender throughout the Evaluation Phases

17. As a rule, gender should be mainstreamed across the evaluation process from planning to dissemination. Doing so fulfils UNSWAP-EPI requirements and keeps the evaluation in line with both CEQAS and DEQAS.

18. The earlier that gender dimensions are incorporated into the evaluation design, the higher the likelihood they will be thoroughly analysed during its implementation.

19. **Table 1** summarizes the key issues to take into account when integrating gender in each evaluation phase.

**Table 1: Integrating Gender Dimensions into Evaluation Phases**

In This Phase	Incorporating Gender into These Processes:	Produces These Results:
<b>Phase 1: Planning</b>	<ul style="list-style-type: none"> <li>Linking the evaluation to baseline and monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>The baseline design includes gender disaggregated data by sex and age</li> <li>Data collection tools allow for gender disaggregated monitoring data by sex and age</li> </ul>
<b>Phase 2: Preparation</b>	<ul style="list-style-type: none"> <li>Carrying out an evaluability assessment</li> <li>Designing and drafting the terms of reference (ToR)</li> <li>Selecting the evaluation team</li> <li>Preparing the communication and learning plan</li> <li>Security Issues</li> </ul>	<ul style="list-style-type: none"> <li>An assessment has been made on how to incorporate gender into the evaluation</li> <li>The ToR explicitly states expectations on gender integration in the design and conduct of the evaluation. It includes gender-sensitive internal reference groups.</li> <li>Were ethical standards considered throughout the evaluation and were all stakeholder groups treated with integrity and respect for confidentiality?</li> <li>The TORs should reflect gender in every section but particularly in the contextual analysis, scoping, evaluation questions, methodology and data collection tools.</li> <li>The evaluation team is gender and geographically balanced as well as gender and culturally sensitive</li> <li>The communication and learning plan is gender sensitive</li> <li>TOR states specific security considerations for women visiting the field sites, and mitigation measures</li> </ul>
<b>Phase 3: Inception</b>	<ul style="list-style-type: none"> <li>Designing and drafting the inception report based on briefings and reviews of gender-related literature/data</li> <li>Conducting stakeholder analyses</li> <li>Formulating the evaluation matrix</li> <li>Designing the methodological approach</li> <li>preparing data-collection tools</li> </ul>	<ul style="list-style-type: none"> <li>The inception report incorporates gender in the evaluation design and operation plan, including gender sensitive context analysis</li> <li>The stakeholder analysis is gender sensitive</li> <li>The evaluation questions, indicators, means of verification and sources are gender sensitive</li> <li>Evaluation approach, methods and data collection tools are gender sensitive</li> </ul>
<b>Phase 4: Data collection</b>	<ul style="list-style-type: none"> <li>Desk reviews</li> <li>Data-collection methods and tools</li> <li>Interviews/focus group discussions</li> <li>Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Data is collected on and from both men and women participants in WFP activities, applying mixed method approach</li> <li>Data is gender disaggregated by sex and age</li> </ul>

In This Phase	Incorporating Gender into These Processes:	Produces These Results:
	<ul style="list-style-type: none"> <li>Data disaggregation using mixed methods</li> </ul>	
<b>Phase 5: Data analysis and reporting</b>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Drafting the evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>The report has a background section that includes an intersectional analysis of the specific social groups affected and sets out the relevant normative instruments or policies related to gender equality?</li> <li>Any unanticipated effects of the intervention on gender equality are described?</li> <li>The report has gender-sensitive analysis, findings, conclusions, recommendations; and technical annex</li> <li>Focus on engagement, not just reporting. Document how the evaluation process ensured inclusive stakeholder participation and diversity</li> </ul>
<b>Phase 6: Dissemination and follow-up</b>	<ul style="list-style-type: none"> <li>Publishing and disseminating the report through gender-sensitive dissemination strategy</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate gender-sensitive dissemination modalities</li> <li>Gender related evaluative evidence shared within UN and wider public</li> </ul>

### 5.1 Phase 1: Planning – Linking the Evaluation to Baseline and Monitoring Data

20. The planning phase establishes the type and the purpose of the evaluation. It estimates time needed, human and financial resource requirements and it links the evaluation with baseline and monitoring data.

21. This phase should result in a clear plan that ensures linking the evaluation to baseline and monitoring data disaggregated by sex and age. Gender-related information and literature should also be reviewed, depending on the type of intervention.

### 5.2 Phase 2: Preparation

22. The preparation phase focuses on developing the terms of reference (ToR) by the evaluation manager. The ToR provides the first substantive overview of the planned evaluation. It contextualises the subject to be evaluated and clarifies its purpose, objectives, scope and overall approach. It is crucial at this point to make sure that gender dimensions are included in the evaluation design.

23. An initial evaluability assessment should first be carried out by the evaluation manager. This will determine whether an intervention can be evaluated and if that evaluation is justified, feasible and likely to provide useful information.

24. The evaluability assessment should:

- Assess whether the gender aspects can be evaluated based on the availability of relevant data
- Identify any measures that facilitate effective evaluation of the gender aspects
- Implement any measures that will make the gender aspects easier to evaluate.

25. The preparation phase ends with the selection and recruitment of the evaluation team, which should be balanced in terms of gender, geography and culture. The evaluation manager and the evaluation team have a central role in addressing the challenges of integrating gender dimensions into an evaluation.

26. Some of the activities started in the ToR are carried on and developed in the inception report and the evaluation itself. For example, in the stakeholder analysis, the gender analysis and the design of the methodology, the more work done during the ToR preparation stage the more it supports the inception report and the subsequent evaluation phases. If field visits are envisaged the evaluation manager should address any specific security considerations for women visiting the field sites, and how measures will be put in place to mitigate them.

27. [Annex](#) highlights the requirements and expectations of incorporating gender dimensions into the core evaluation products, focussing on the pertinent UNSWAP criteria. Different types of evaluations have differing requirements.

### 5.3 Phase 3: Inception

28. In the inception phase, the evaluation team develops an in-depth understanding of the evaluation's ToR and agrees on a feasible gender-sensitive evaluation, including scope, approach, methodology, evaluation matrix and analysis plan. The evaluation team should translate the ToR into an operational plan that can be followed during the evaluation.

29. The inception phase involves analyses of background materials and discussions with stakeholders. This gives the evaluation team a greater understanding of gender issues and concerns related to the intervention to be evaluated.

30. The evaluation team is responsible for preparing a gender-sensitive inception report. This report should ensure a common understanding of what a gender-sensitive evaluation is about, how the evaluation work is to be performed, who is to do what, what is to be produced and when deliverables are expected.

31. The *United Nations Evaluation Group Guidance on Quality Checklist for Evaluation Terms of Reference and Inception Reports* has nine criteria to ensure high-quality terms of reference documents and inception reports. The checklist includes one set of indicators specifically related to gender (see [box 3](#)). This set of indicators helps to identify whether, and to what extent, gender dimensions should be incorporated into the evaluation ToR and inception report.

#### **Box 3: UNEG Indicators on Gender Equality and Human Rights in UNEG Quality Checklist for Evaluation Terms of Reference and Inception Report\***

- Indicate both duty-bearers and rights-holders (particularly women and other groups subject to discrimination) as primary users of the evaluation and how they will be involved in the evaluation process.
- Spell out the relevant instruments or policies on gender equality that will guide the evaluation process.
- Include an assessment of relevant gender-equality aspects through the selection of the evaluation criteria and questions.
- Specify an evaluation approach and data-collection and analysis methods that are gender sensitive and for evaluation data to be disaggregated.
- Define the level of expertise needed among the evaluation team on gender equality and their responsibilities in this regard and appoint a gender and geographically balanced and culturally diverse team that makes use of national/regional evaluation expertise.

*\*The indicators include both human rights and gender but for the purpose of this technical report, they have been adjusted to focus on gender only*

### 5.4 Phase 4: Data Collection

32. Data collection methods and tools can be tailored to gather gender-responsive information and conduct gender-related analysis. The evaluation team should ensure the following:

- a. Specify how gender issues are addressed in the methodology, including: how data collection and analysis methods integrate gender considerations and ensure data collected is disaggregated by sex?
- b. Employ the evaluation methodology a mixed-methods approach, appropriate to evaluating GEEW considerations?
- c. Employ a diverse range of data sources and processes (i.e. triangulation, validation) to guarantee inclusion, accuracy and credibility?
- d. The evaluation methods and sampling frame address the diversity of stakeholders affected by the intervention, particularly the most vulnerable, where appropriate?

e. Consider ethical standards throughout the evaluation and that all stakeholder groups treated with integrity and respect for confidentiality?

33. Further guidance on key elements of an appropriate GEEW responsive evaluation methodology, methods, tools and data analysis techniques is provided on p. 91-110 in the UNEG Guidance Integrating Human Rights and Gender Equality in Evaluations, and on p. 37-41 in the UNEG Handbook on Integrating Human Rights and Gender Equality in Evaluation.

34. The 2014 UNEG Guidance for integrating Human Rights and Gender Equality (HR and GE) into Evaluations recommends the mixed-methods approach. This approach, based on a combination of qualitative and quantitative methods, brings the principles of participation, inclusion, equality, non-discrimination and social transformation into the evaluation process. It employs tools that ensure that all voices - including the ones of the most marginalized - are heard and taken into consideration during the evaluation.

35. When analysing the data, it is important to recognise differences in groups of stakeholders and understand the gender issues that apply to them specifically. This will help when interpreting their opinions. Adequate resources should be budgeted to collect gender-sensitive data from a representative sample of both men and women.

**Table 2: Addressing Gender Dimensions in Data-Collection Methods**

Method	How to Address Gender Dimensions in Data-Collection Methods
Desk review	<ul style="list-style-type: none"> <li>• Seek specific information on gender such as:               <ul style="list-style-type: none"> <li>○ Evidence of a detailed and inclusive stakeholder analysis, gender analysis covering the most vulnerable and/or marginalized groups</li> <li>○ Information on various stakeholder groups collected in monitoring and reporting</li> <li>○ Evidence of how gender was addressed by the intervention, and the results achieved in the area</li> <li>○ Data on how gender manifests in the particular context (country, region, community, etc.) of the intervention</li> <li>○ Information on organizational policies, agreements, etc. on gender</li> <li>○ Coherence with WFP gender policies and other relevant policy (national, donor).</li> </ul> </li> </ul>
Focus group discussions	<ul style="list-style-type: none"> <li>• Pay special attention to the composition of groups, as it will have a significant influence on the extent to which participants feel safe to participate and communicate their ideas.</li> <li>• Seek disaggregation by sex and age, etc. If disaggregated focus groups are used, triangulate the discussion results carefully.</li> <li>• Ensure that the most vulnerable are represented. Think about practical issues that may enhance or undermine participation including who will engage with them from the evaluation team, the topic, the invitees, the time, place, and accessibility of the sites where the focus group(s) gather.</li> <li>• Make sure that questions directed to the focus groups include an assessment of their views on gender.</li> <li>• Seek information to help understand the context, the relationships between individuals and groups, the power dynamics, and how the different individuals and groups within the focus groups are affected by gender issues.</li> <li>• Consider language and culture issues. Many stakeholders may not be fluent in the main language of the evaluation, or may have different understandings of concepts discussed.</li> </ul>



Method	How to Address Gender Dimensions in Data-Collection Methods
Sampling / site selection	<ul style="list-style-type: none"> <li>• When using sampling techniques, the selection of the sample and the site is crucial, since they can affect the credibility and technical adequacy of the information gathered.</li> <li>• Include women and men from different stakeholder groups transparently and without discrimination.</li> <li>• Ensure full consideration of the gender dimensions of sampling methodology in non-experimental and quasi-experimental designs.</li> </ul>
Interviews	<ul style="list-style-type: none"> <li>• Make sure that the samples selected for individual interviews adequately reflect the diversity of stakeholders of the intervention. Pay special attention to the inclusion, participation and non-discrimination of the most vulnerable stakeholders.</li> <li>• Ask specific follow-up questions on gender during the individual interviews.</li> <li>• Understand how each interviewee is affected by gender issues.</li> <li>• Make sure that an adequate understanding of the context, relationships and power dynamics informs the analysis of data collected in interviews. Interviewees should be guaranteed that they will not be negatively affected when providing their honest views on gender issues.</li> </ul>
Surveys	<ul style="list-style-type: none"> <li>• Make sure that the sample selected reflects the diversity of both men and women stakeholders in the intervention. Include the most vulnerable groups.</li> <li>• Create different questionnaires for different stakeholder groups to address the specific issues and interests of the various stakeholders.</li> <li>• Include specific gender questions that enable disaggregation of the data collected.</li> </ul>
Field observation	<ul style="list-style-type: none"> <li>• Carefully prepare field observation to achieve its purpose while avoiding violating cultural or social norms.</li> </ul>
Triangulation	<ul style="list-style-type: none"> <li>• Triangulate data to ensure that the voices of women, men, boys and girls are heard and verified by various data sources.</li> </ul>
Data disaggregation	<ul style="list-style-type: none"> <li>• Develop evaluation methods and tools in a way that gender-related data can be disaggregated by sex and age. In addition, gender sensitive evaluations should go beyond disaggregation by sex and age, by trying to understand/explain the different effects of WFP interventions on men and women, boys and girls.</li> </ul>

## 5.5 Phase 5: Data Analysis and Reporting

36. The evaluation report is the most important product to demonstrate that gender issues are adequately addressed in an evaluation. Information provided by participants during the evaluation process, including interviews and workshops, should be balanced and fairly represent different points of view. The report should show how the evaluation was inclusive of stakeholder participation and how the evaluation process was, itself, gender sensitive.

37. As a rule, gender should be mainstreamed across the whole evaluation report. There should be a specific section devoted to gender:

- when the design of the intervention included specific, targeted, gender activities (e.g. nutrition or school feeding) combined with specific outcomes and indicators
- when monitoring reports indicated gender-specific outcomes that were unintended
- when the subject being evaluated presented highly relevant gender issues related to the context
- when there is a need to report progress towards WFP gender policy objectives.



38. The *UNSWAP Criterion 3: Evaluation Findings, Conclusions & Recommendations* is applicable to the data analysis and reporting phase. The criterion states that to successfully integrate gender in the evaluation report, the evaluation team should:

- Show how well a gender-responsive approach has been incorporated into the design, the evaluation process and the results
- Employ gender-sensitive language throughout and include data disaggregated by, for example, sex, age, disability, etc.
- Apply an evaluation approach and data-collection and analysis methods that are gender responsive and appropriate for analysing the identified gender issues
- Assess whether the design was based on a sound gender analysis
- State whether gender mainstreaming objectives, principles and indicators (qualitative and quantitative) were included and whether results on gender were monitored or integrated within monitoring systems included any unintended results on gender issues from the programme
- Highlight factors facilitating or hindering success in the area of gender

39. Report findings, conclusions, recommendations and lessons should provide adequate information on gender aspects.

## **5.6 Phase 6. Dissemination and Follow up: Communicating on Gender**

40. WFP evaluation policy requires that all evaluation reports be disseminated beyond the WFP Commissioning Office and be made publically available.

41. Evaluation dissemination should consider gender dimensions. A gender responsive dissemination strategy should:

- Disseminate findings on gender to diverse groups of stakeholders who have interest in, and are affected by, the intervention under evaluation
- Promote, as far as possible, the way in which the evaluation addressed gender issues within the United Nations system, non-governmental organisations, donor agencies, civil society and government stakeholders.

42. The commissioning office should consider seeking alternative ways to present gender responsive evaluation findings to women, men and individuals or groups who are marginalized. It should also be encouraged to develop evaluation products that reduce barriers to information and to exchange lessons learned and experiences.

## 6. Annex. UNSWAP EPI Criteria

**Criterion 1:** Gender is integrated in the evaluation scope of analysis and evaluation criteria and questions are designed in a way that ensures gender-related data will be collected.

**Criterion 2:** A gender-responsive methodology, methods and tools, and data analysis techniques are selected.

**Criterion 3:** The evaluation findings, conclusions and recommendations reflect the gender analysis.

After reviewing the individual evaluation report for each criterion, a score is assigned as follows:

➤ 0-3 points = Misses requirement – does not meet any of the UNEG gender equality related norms and standards

➤ 4-6 points = Approaches requirement - meets some of the UNEG gender equality related norms and standards

➤ 7-9 points = Meets requirement - meets the UNEG gender equality related norms and standards, and applies UNEG guidance on integrating human rights and gender equality in all phases of the evaluation

**Criteria 4:** At least one evaluation to assess corporate performance on gender mainstreaming or equivalent every 5-8 years.

➤ 12 = Exceeds requirement - Meets requirement and conducts at least one evaluation to assess corporate performance on gender mainstreaming or evaluation of its gender policy or strategy every 5-8 years

Decimals should not be used in the scoring of criteria; use only whole numbers.

Additionally, qualitative criteria recommended by UNSWAP-EPI guidance include:

- i. **Evaluability** of the gender aspects of the intervention is assessed and steps/measures are taken to maximize it.
- ii. A gender-responsive **stakeholder analysis** is undertaken.
- iii. **An evaluation team** is recruited that has the capacity to conduct a gender-responsive evaluation.
- iv. **The management response** to the evaluation addresses the gender issues raised in the report and is developed in consultation with a diverse group of stakeholders who have an interest in and/or are affected by these issues.
- v. **The evaluation dissemination strategy** is gender responsive.
- vi. [http://www.uneval.org/papersandpubs/documentdetail.jsp?doc\\_id=610](http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=610)