Evaluation is the rigorous assessment of an on-going or completed programme, encompassing design, implementation and results. The objective of an evaluation is to determine the impact, effectiveness, efficiency, sustainability and relevance of the programme for the particular individuals or groups for whom the programme was created. Additional criteria for evaluations of humanitarian responses may include appropriateness, connectedness, coherence and coverage. The purpose can to contribute to accountability and learning within WFP.

Integrating gender into evaluations ensures that the contributions of a programme to gender equality and women’s empowerment (or not) are explicitly considered. Gender is integrated into how the evaluation is carried out and into what the evaluation assesses. This means that the methodology is inclusive and participatory; engaging women and men in conducting the evaluation and in providing information. The questions that are asked, and the analysis of the gathered information, address the (a) needs, interests, situations and priorities of women and men, (b) gender relations, and (c) gender equality. A gender lens is applied to assessment of a programme’s design, objectives, strategy, implementation (including activities and outputs) and results.

Gender should be integrated into all WFP evaluations – Strategic, Policy, Country Portfolio, Impact, Operation or Annual Evaluations.

Evaluations provide an opportunity for in-depth analysis of our programmes. While monitoring enables WFP to track general trends towards programme outcomes, evaluations help us to strengthen the evidence for the trends and understand why they are occurring. Evaluations also provide opportunities to look for unexpected programme results, both positive and negative.

**Reasons why gender should be integrated into all WFP evaluations**

**Quality evaluation:** By explicitly considering gender, an evaluation can produce information and analysis that is of direct, practical value in informing WFP’s work. This is because a gender-sensitive evaluation:
- assesses the effectiveness of a programme in meeting the food security and nutrition needs and interests of the different people WFP serves
- determines who benefits (and who does not benefit) from the programme
- checks that WFP is not reinforcing discriminatory norms and practices
- identifies efficient and effective strategies for bringing about transformative changes in the lives of women, men, girls and boys

**Evidence-based decisions and actions:** Our policies, programmes, operations or other interventions should be based on evidence as to what is needed and what works. This ensures that decisions and actions economically, efficiently, effectively and equitably contribute to achieving a world of zero hunger. What is needed and what works will not be the same for all people at all times. Evaluations that integrate gender provide specific data and strategic analysis that can inform decisions about selecting and designing programmes that will successfully meet the particular needs, interests, circumstances and priorities of diverse women, men, girls and boys. Such evaluations can be useful for reforming discriminatory practices, institutions and norms for sustained outcomes.
Overall, evaluation produces informed recommendations that can be used to make strategic decisions in designing and refining programmes that benefit women, men, girls and boys, as well as contribute to gender equality.

**Gender-Transformative Programming:** The process of undertaking evaluations, and then using the learning, is a key means of strengthening the knowledge and capacities of WFP staff (and partners). Where evaluations integrate gender, we can develop our collective knowledge of what constitutes gender transformative programming and so design and deliver programmes that directly benefit and empower women, men, girls and boys.

Rather than repeating mistakes, reinforcing discriminatory practices and failing to deliver sustainable outcomes, through gender-sensitive evaluations we acquire information and can develop theories of change to implement programmes that result in empowering changes – in enduring food security and nutrition – for women, men, girls and boys.

Gender-sensitive evaluations also helps us demonstrate that we are an effective, innovative and transparent learning organisation, which:

- contributes to our credibility in humanitarian action and in the development sector
- strengthens our ability to influence others and advocate for rights-based policies and practices

**Transparency and Accountability:** Evaluation is a key strategy for ensuring that we are accountable to the individual women, men, girls and boys we serve, and our partners, in the communities in which we work. Evaluations are opportunities for stakeholders to express their opinions and share their experiences about WFP’s work. As WFP holds itself accountable to all stakeholders, evaluations must integrate gender so that the voices of diverse women, men, girls and boys are heard and heeded. In this way, we can determine how responsive we are to the particular food security and nutrition needs, interests and priorities of women, men, girls and boys.

Whether it is a process, outcome or impact evaluation, gender should be integrated in all phases of the evaluation process.

Integrating gender into the design of an evaluation is particularly important. It is essential that gender be explicitly referenced in an evaluation terms of reference, including objectives, methodology, tools, evaluation questions and team composition. If gender is overlooked at the evaluation design stage, it is likely to be overlooked when evaluating the programme.

**Attention to gender should also be:**

- checked during the data gathering stage
- evident in the evaluation report
- factored into dissemination of the report
Minimum Requirements:
- Integrate gender throughout the evaluation terms of reference – in the evaluation objectives, questions, methodology, tools, team and deliverables
- Include women and men in the evaluation team
- Ensure gender expertise among the evaluation team
- Collect and analyse sex- and age-disaggregated data
- Consult with, and obtain the views of, women and men (and girls and boys as applicable)
- Evaluate programme impact – positive and negative – on women and men separately, and compare similarities and differences
- Assess contribution to gender equality

Remember: The content of an evaluation should be gender-responsive and the process of undertaking the evaluation should be gender-sensitive and participatory.

1. Preparation & Inception

Include gender in Evaluation Terms of Reference (ToR) – for both gender-mainstreamed and gender-targeted programmes. It is essential that gender be explicitly referenced because the ToR stipulates what will be evaluated, how and by whom. Include gender considerations in each component of the ToR; do not silo gender into a separate section.

Then reflect, and expand, the gender considerations outlined in the ToR in the inception report.

Why the evaluation is being undertaken

Background, Rationale and Purpose of the Evaluation
- Is gender referenced in the rationale, purpose and intended use of the evaluation?
- Does the background information about the programme include gender-related issues?

What is being evaluated

Evaluation Objectives
Do the objectives include:
- identifying who has benefited from the programme and how?
- assessing the relevance of the programme outcomes for women, men, girls and boys?
- determining the effectiveness of the programme in contributing to sustained food security and nutrition in the lives of women, men, girls and boys?
- assessing processes that have enabled empowering changes in lives of women, men, girls and boys?
- evaluating changes in policies and practices, and in ideas and attitudes, in support of gender equality?

Key Questions
- What significant changes have occurred in women’s, men’s, girls’ and boys’ lives? Why did they occur? How likely are they to be sustained?
- What changes in policies, practices, ideas, beliefs and attitudes have occurred in specific institutions, groups and individuals? Why? Have any of the changes contributed to greater gender equality? In what areas? For who?
- To what extent were gender equality outcomes met? Why? How can this programme inform other initiatives?
- Has the programme contributed to transforming gender inequalities and relations between women, men, girls and boys – and how?
- Has the programme contributed to transforming inequalities in the relationships between women and men, girls and boys? How?
- Have there been any unexpected or unintentional effects, including on gender relations and gender equality? What? Why did they occur?

### Integrating Gender into Evaluation Criteria

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Extent to which the programme:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Was informed by, and responsive to the needs and interests of, diverse stakeholders, achieved through participatory gender analysis and processes</td>
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<td></td>
<td>- Aligned to WFP Gender Policy 2015-2020</td>
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<td></td>
<td>- Identified and reinforced positive local gender equality dynamics</td>
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<tr>
<td></td>
<td>- Contributed to more equality between women and men, girls and boys</td>
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<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Extent to which the programme:</th>
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<tbody>
<tr>
<td></td>
<td>- Integrated gender in all processes, procedures, tools, activities and partnerships</td>
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<tr>
<td></td>
<td>- Engaged women and men on equal terms</td>
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<tr>
<td></td>
<td>- Strengthened the gender knowledge and skills of WFP staff and partners</td>
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<td></td>
<td>- Changed practices, behaviours and power relations between women and men</td>
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<tr>
<td></td>
<td>- Delivered outputs and achieved empowering outcomes for women, men, girls and boys</td>
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<td></td>
<td>- Transformed gender relations in favour of equality</td>
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<td></td>
<td>- Advanced gender equality</td>
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<thead>
<tr>
<th>Efficiency</th>
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<tr>
<td></td>
<td>- Partner identification, and partnerships, included gender equality criteria</td>
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<tr>
<td></td>
<td>- Resources used to equally respond to women's and men's expressed needs, interests and priorities</td>
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<tr>
<td></td>
<td>- Resources allocated (and expended) for gender equality activities, outputs and outcomes</td>
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<tr>
<td></td>
<td>- Costs of not integrating gender throughout the programme</td>
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<table>
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<tr>
<th>Impact</th>
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<tbody>
<tr>
<td></td>
<td>- Impact of the programme in the lives of women, men, girls and boys – intended and unintended, positive and negative</td>
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<tr>
<td></td>
<td>- Gender equality outcomes – in policies, practices, ideas, beliefs, attitudes and across individuals, organisations and institutions</td>
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<td></td>
<td>- Changes in power, resources and workload</td>
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<tr>
<td></td>
<td>- No negative effects on women, men, girls and boys</td>
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<table>
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<tr>
<th>Sustainability</th>
<th>Extent to which the programme:</th>
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<tbody>
<tr>
<td></td>
<td>- Focussed on the main interests of women and men (ownership)</td>
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<td></td>
<td>- Achieved enduring change in behaviour and attitudes around gender equality</td>
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<td></td>
<td>- Integrated gender in institutions and processes – within WFP, in partner organisations, in local / national governments etc.</td>
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<tr>
<td></td>
<td>- Increased gender-related capacities – in WFP, partners, community-based organisations, governance institutions</td>
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<td></td>
<td>- Increased access to resources</td>
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<tr>
<th>Appropriateness</th>
<th>Extent to which the programme:</th>
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<tr>
<td></td>
<td>- Addressed the particular needs of women, men, girls and boys in the context / community where it was implemented, as informed by participatory gender analysis</td>
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<td></td>
<td>- Used participatory methods for design, implementation, monitoring and evaluation</td>
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<td></td>
<td>- Integrated gender equality in objectives, outcomes and indicators</td>
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<tr>
<td></td>
<td>- Assessed and strengthened the gender-related capacities of partners</td>
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</table>
Coverage

Extent to which the programme:
- Equitably targeted women, men, girls and boys, based on context analysis and programme objectives
- Considered, and addresses, the implications of targeting
- Assessed, and addressed, access and exclusion

Coherence

Extent to which the programme:
- Consolidated the linkages between gender equality, food security and nutrition
- Integrated WFP and UN gender equality standards

Connectedness

Extent to which the programme:
- Engaged men and boys in gender equality efforts
- Addressed gender equality as relevant to, and beneficial for, all individuals and groups (and not as a ‘women’s issue’)
- Integrated gender across functional areas (programme, finance, logistics, human resources etc.)

How the evaluation will be undertaken

Methodology – Ask:
- Does the methodology enable diverse women, men, girls and boys to participate?
- Do the data collection tools enable meaningful, equitable and safe participation of women and men, girls and boys? (Participation)
- Is the approximate number of evaluation participants indicated, disaggregated by sex and age?
- Are the means of engaging the different stakeholders described?
- Does the schedule allow for sufficient time to travel to meet with communities, partners and stakeholders, taking into consideration the different responsibilities and commitments of women, men, girls and boys?
- Will the evaluation collect and analyse quantitative and qualitative sex- and age-disaggregated data on all aspects of the programme – activities, outputs, impacts, participation, partnerships etc.?
- Does the methodology enable collection of information about gender equality and power relations?
- Do the evaluation methods and tools adhere to ethical codes of conduct?
- Do the evaluation methods and tools ensure the privacy and confidentiality of the participants and the information they provide?

Evaluation Team – Ask:
- Does the evaluation team include women and men?
- Is the evaluation team culturally diverse?
- Do all members of the evaluation team (a) have a basic gender knowledge, (b) know how to integrate gender into evaluations, and (c) understand the gender issues related to the programme being evaluated?
- Does at least one member of the evaluation team have gender expertise?
- If there are gaps in the gender competencies of the evaluation team, will gender training be provided?

Deliverables – Ask:
- Is there a requirement to provide recommendations for strengthening impact on gender equality?
- Is there a requirement to share the draft report with all stakeholders and consider their feedback, equally valuing the inputs of women, men, and their representative organisations?
## 2. Data Collection & Analysis

### Data Collection
- Are evaluation team members briefed on relevant gender issues and provided with relevant documentation?
- Are women and men (girls and boys, as applicable) being consulted?
- Are interviews, group discussions etc. being conducted in safe, accessible and socially-acceptable locations?
- Are group discussions being held that involve only women, only men and women and men together?
- If household visits are being conducted, are enumerators interviewing women and men, individually?

### Data Analysis
- Have the data / information been validated by cross-referencing the different sources?
- Are all (people-related) data and information disaggregated by sex and age?
- Is equal value and consideration given to the information, opinions and ideas provided by women, men and their organisations?
- Are the data being analysed from a gender perspective?
- If gender gaps in access, participation and/or benefits were detected, have the causes been identified?
- How do female and male stakeholders perceive the programme in terms of its costs, benefits, acceptability and practicality?
- What do the data reveal about the programme’s contribution to meeting the needs, interests and priorities of women, men, girls and boys?
- What have been the impacts of the programme in the lives of women and men, girls and boys?
- How well have activities and outputs translated into gender equality outcomes?
- What do the data reveal about the programme’s contribution to gender equality outcomes?
- Have the programme results been empowering for women and girls and contributed to realising gender equality? How?
- What have been the impacts of the programme on transforming inequalities in the relationships between women and men, girls and boys?

## 3. Reporting, Dissemination and Use

### Report Writing & Review
- Are the experiences and opinions of the different stakeholders fairly represented?
- Are all (people-related) data disaggregated by sex and age?
- Is a gender analysis of the data provided?
- Have all the questions in the ToR and inception report been addressed, including discussion of gender gaps and gender-related programme successes?
- Does the report systematically identify issues of significance for women, men, girls and boys?
- Does the report present findings, conclusions and specific recommendations on the programme’s intended and unintended impacts in the lives of women, men, girls and boys?
- Does the report address the programme’s gender equality challenges and successes?
- Does the report include findings, conclusions and specific recommendations on gender equality?
- Does the report systematically use gender-sensitive and inclusive language? As a minimum, avoid gender stereotypes and ensure equitable representation of women and men.
- Has the report been reviewed by gender specialists to ensure that all relevant gender issues have been addressed?
## Dissemination & Use

- Has the report been reviewed and validated by the programme stakeholders, ensuring participation of women, men and their organisations?
- Has feedback been received from women, men and their representative organisations?

- Have different formats and methods of sharing the evaluation findings been identified to ensure that all programme stakeholders – individual women and men, communities, partners, WFP stakeholders, donors, government counterparts – are reached?
- Has the evaluation report been shared with all programme stakeholders?
- Have meetings been held with internal (WFP staff) and external (e.g. cooperating partners, donors) stakeholders to discuss the evaluation conclusions and recommendations?
- When presenting the evaluation findings and recommendations to programme stakeholders, are the conclusions and suggestions relevant to diverse women, men, girls and boys, as well as gender equality, being discussed?
- Are programme managers and other key WFP staff being engaged in discussions about the evaluation findings and recommendations, including about gender equality, to inform future decision making?
- How are the evaluation findings and recommendations informing gender-transformative programming, organisational learning, accountability and advocacy?
WFP Office of Evaluation (2016). *Technical Note Integrating Gender in Decentralized Evaluations*

International Labour Organization (2014). *Integrating Gender Equality in Monitoring and Evaluation of Projects, Evaluation Unit Guidance Note 4, Geneva; ILO.*


# Gender & Evaluation Checklist

Use this checklist to make sure that gender has been integrated throughout an evaluation.

## 1. Terms of Reference & Inception Reports

### 1. General

- Do evaluation terms of reference systematically and explicitly refer to gender issues?
- Is gender integrated into the evaluation objectives, questions and results?
- Do the terms of reference require assessing programme impact on women and men (and girls and boys as applicable)?
- Do the terms of reference require assessing the impact of the programme on gender relations and contribution to gender equality?
- Do the terms of reference require the evaluation team to have gender expertise and experience?

### 2. Context

- Does the context include gender analysis and its implications in relation to the subject under evaluation?
- Does the context include references to the WFP Gender Policy 2015-2020?
- Does the context include the contribution of gender equality to achieving sustainable food security and nutrition outcomes?

## 3. Stakeholders & Users of the Evaluation

- Does the stakeholder analysis identify the different groups and individuals, and their interests and concerns in the evaluation, with explicit reference to women and men (and girls and boys as applicable)?
- How does the evaluation involve women, men and their representative organisations?
- How does the evaluation affect women and men?

## 4. Key Evaluation Questions

- Do the evaluation questions seek information on whether gender dimensions have been integrated in the programme?
- Does the theory of change (strategy) incorporate gender dimensions?
- Are the evaluation questions worded in a gender sensitive manner and seek sex and age-disaggregated information?
- Does the evaluation examine the impacts of the programme in the lives of women, men, girls and boys separately?
Does the evaluation examine the extent to which activities and outputs translated into gender equality outcomes?

Does the evaluation examine the impacts of the programme in reducing (or increasing) gender inequalities?

Does the evaluation examine if, and how, the programme results have been empowering for women, men, girls and boys?

Does the evaluation examine how women and men stakeholders perceive the programme in terms of its costs, benefits, acceptability and practicality?

5. Methodology

Does the methodology ensure collection of sex and age-disaggregated data?

Do the evaluation methods and tools ensure that information will be collected from women and men (and girls and boys, as applicable)? Have the barriers to participation for different individuals and population groups been considered and addressed? For example, will women-only and men-only discussion groups be held? Is the timing of interviews and group discussions considerate of the roles and responsibilities of women and men?

Will the evaluation methods and tools ensure that gender-related information is collected?

Do the evaluation methods and tools ensure the privacy and confidentiality of the participants and the information they provide?

Do the evaluation methods tools adhere to ethical codes of conduct?

Has gender been integrated into all questionnaires, interview guides, focus group discussion guides etc.? Do the evaluation methods ensure that discriminatory practices and unequal power relations are not perpetuated?

6. Evaluation Component

Does the evaluation team include relatively equal numbers of women and men?

Is the evaluation team culturally diverse?

Do all the evaluation team have a sound understanding of gender issues and conducting gender-sensitive evaluations?

Does at least one member of the evaluation team have gender expertise?

Are all members of the evaluation team familiar with the gender issues related to the programme?

7. Communication

Does the terms of reference state how the evaluation findings (e.g. report) will be shared with the diverse stakeholders, ensuring accessibility for women, men, girls and boys?

Does the dissemination plan list the different communication channels that will be used to share, and obtain feedback from, women, men and their representative organisations?
2. Analysis & Reporting

- Has data/information been validated by cross-referencing the different sources?
- Are all (people-related) data and information disaggregated by sex and age?
- Is equal value given to the information, opinions and ideas provided by women, men and their organisations?
- Does the evaluation report systematically identify issues of significance for women, men, girls and boys?
- Does the evaluation report address the programme’s gender equality challenges and successes?
- Does the evaluation report include recommendations on strengthening gender equality – in process and outcomes?
- How will the evaluation recommendations affect the different stakeholders?
- Has the evaluation report been reviewed by gender specialists to ensure that all relevant gender issues have been addressed?

3. Dissemination & Use

- Has the evaluation report been shared with all programme stakeholders?
- Have meetings been held with internal (WFP staff) and external (e.g. cooperating partners, donors) stakeholders to discuss the evaluation conclusions and recommendations?
- Has feedback been received from women, men and their representative organisations?
- How are the evaluation findings informing the design and implementation of other WFP programmes?