



► Supplementary Guidance Note: Integrating gender equality in ILO monitoring and evaluation

► November 2023

Supplementary guidance notes are issued when there are additional lessons and good practices that benefit the general guidance notes



This guidance note is part of Pillar 3 ► *Planning and designing evaluations*

1. Why this guidance note?

This note is intended to be supplementary to the [Guidance Note 3.1: Integrating Gender Equality in Monitoring and Evaluation](#).

The Guidance Note 3.1 was written in 2013, with an update most recently in 2020, and it provides detailed instructions on how to integrate gender equality into evaluations. However, some issues relating to the Guidance Note have been noted including a declining percentage of Evaluation Managers rating it as satisfactory or highly satisfactory in terms of helpfulness, applicability and clarity along with the ILO's continued ranking as "Approaching Requirements" in the UN-SWAP¹.

The significance of this Supplementary Guidance Note is underscored by EVAL's recent release of the *ILO Results-Based Evaluation Strategy 2023-2025*, which emphasizes through sub-outcome 2.4 the importance of achieving credible and useful evaluation results including through further integrating gender within evaluations. In addition, the *Independent Evaluation of the ILO's Evaluation Function (2017-2021)* also emphasized the need to further mainstream gender within all evaluations. Despite previous policy commitments and efforts to address gender in evaluation TORs and reports, gender mainstreaming was found to be not yet fully ingrained in the evaluation practice, leading to the ILO's evaluation function falling short of meeting UN-SWAP requirements. Lastly, EVAL identified the need to increase mainstreaming of gender equality throughout the ILO as one

of the key recommendations in the recent high-level evaluation *ILO's Gender Equality and Mainstreaming Efforts, 2016-21*.

To address this need for further gender mainstreaming by the department, an analysis was conducted to identify the top areas of potential improvements as highlighted through the UN-SWAP. This was accomplished through analyzing the results from the external quality assurance (QA) of evaluation reports completed in 2022 to a) map the weak sections that can be targeted for improvement and b) identify good practices as used within highly rated evaluations. The methodology used to map the weak areas is outlined in Annex 1 below. From the findings, eight areas of improvement were selected. Good practices to address these weak areas are then described with example ILO evaluations showcased where these practices were used successfully. It is expected that through the incorporation of these practices by evaluation managers and consultants in all evaluations, the overall quality of the evaluations will be improved and the UN-SWAP scores will subsequently be increased.

2. What is gender equality and why is it important?

Gender equality (GE) is a core element of the United Nations' human rights-based approach (HRBA), which emphasizes both processes and outcomes in realizing rights. As described by UNEG, gender equality advocates that every individual, regardless of gender, should have the freedom to develop their talents and choices, unaffected by stereotypes or biases.² This entails valuing the diverse behaviours and needs of men and women equally, without erasing their distinctions, and recognising that women and men are not homogenous groups.

Gender equality is operationalized through targeted interventions and gender mainstreaming, which involves assessing how planned actions impact women and men at all stages³. Evaluations incorporating GE go beyond technical aspects, using a perspective that influences design choices. This includes analysing how interventions advance rights, address inequalities and power dynamics, amplify marginalized voices in decisions, strengthen governance capacities, and ensure adherence to international standards.

¹ Universalia. UN-SWAP Summary Report 2023.

² UNEG (2014) Integrating Human Rights and Gender Equality in Evaluations, p.xiii

³ Ibid.

The application of human rights and gender equality are central to the mandate of the United Nations⁴. All agencies must work to enhance and contribute to addressing human rights violations including the discrimination against women. This includes incorporating human rights and gender equality principles within evaluations. The mandate is reinforced by numerous international documents and coalesced into the UN system-wide action plan on gender equality and empowerment of women (UN-SWAP).

There are many benefits to the further integration of these principles. These include:

- Promotion of the realization of human rights;
- Increase and strengthening of participation of the local community;
- Improvement of transparency;
- Promotion of results;
- Increase of accountability; and
- Increased likelihood of sustained change.⁵

The incorporation of gender equality has been cited by UNEG as being “often among the weakest evaluation areas and requires considerable strengthening.”⁶ This is likely due to a lack of acceptance of GE, a low understanding of what GE means in theory and in practice, a technical and quantitative focus for many evaluations, as well as limited resources.

4 Ibid, p.10
5 Ibid, p.24
6 Ibid, p.4

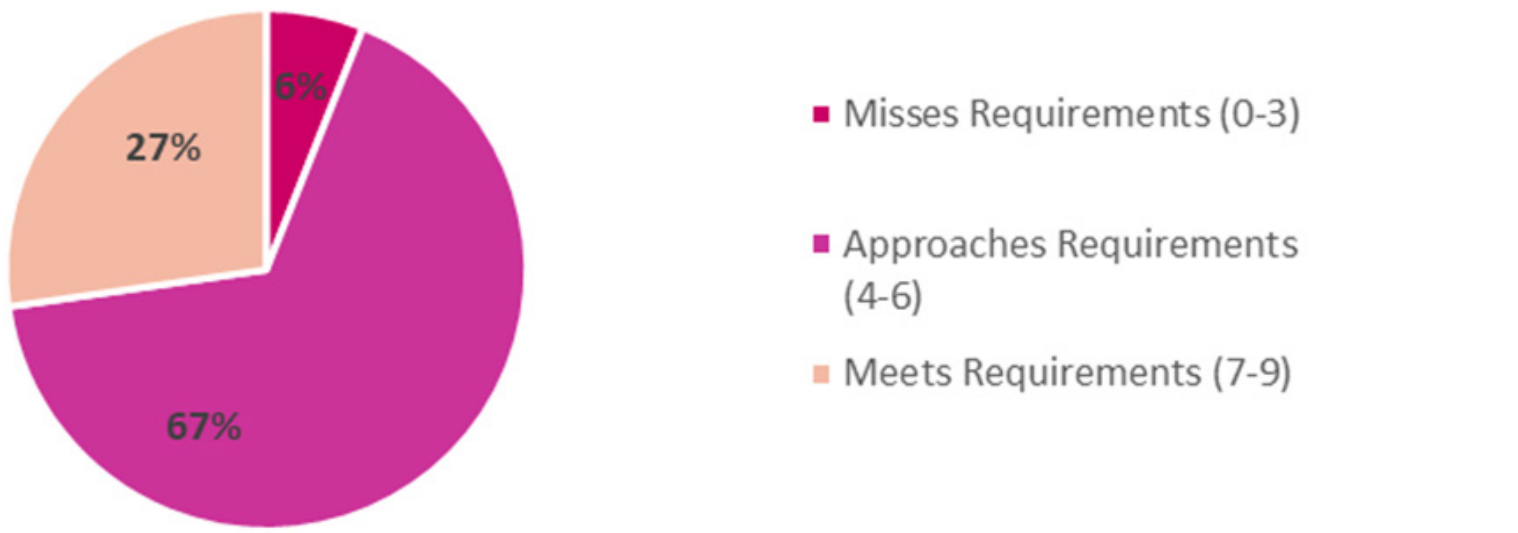
3. Mainstreaming gender equality into evaluations: what have we learned so far?

Since 2020, ILO evaluations have constantly been rated as “approaching requirements” when mainstreaming gender equality. However, the trend over the years has been of an increase in the overall UN-SWAP scores: in 2020, the average score was 4.13, in 2021 the average score was 5.44 and finally in 2022 the average score was 5.71.⁷ While this shows a progressively marked advancement, there is still room for improvement as a score of 6.50 is required to achieve a ranking of “meet requirements” when integrating gender equality. This highlights the importance of this supplementary note as it aims to incorporate concrete good practices into evaluations to promote gender equality and achieve “meets requirements” in the UN-SWAP.

In the 2022 time period, the 66 independent evaluations conducted by the ILO received overall scores ranging between 3 (misses requirements) to 9 (meets requirements) out of a 9-point scale. Figure 1 below provides the overall breakdown of evaluations into the categories of “Misses Requirements” (score of 0-3), “Approaches Requirements” (score of 4-6), and “Meets Requirements” (score of 7-9). (For a brief outline of the UN-SWAP, including the full description of the criteria and breakdown of the scoring, refer to Annex 2.) As can be seen, the majority (67%) of the evaluation reports were ranked as “Approaching Requirements” during this time period with only 27% achieving “Meets Requirements”.

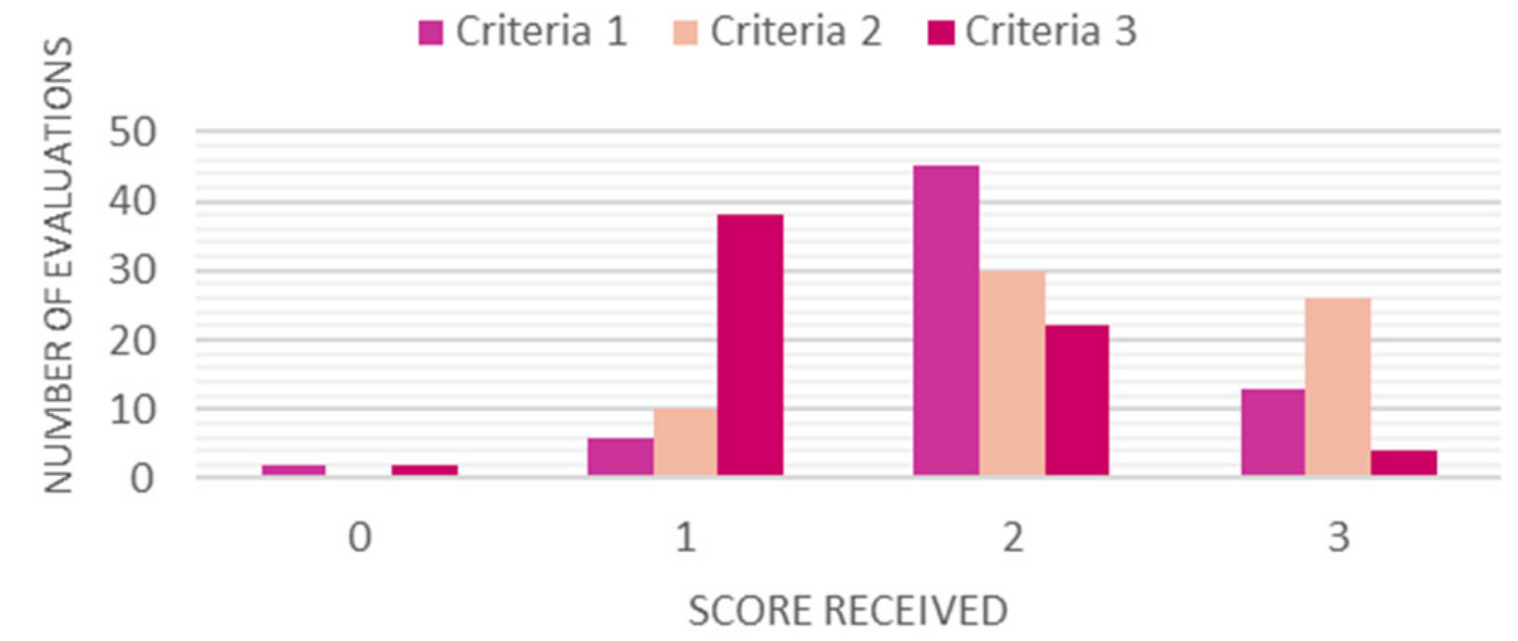
7 The UN-SWAP rates evaluations on a scale of 0-9. The individual scores for each evaluation are therefore out of 9 points (3 points for each criterion).

FIGURE 1: 2022 UN-SWAP Individual Scores Breakdown (n=66)



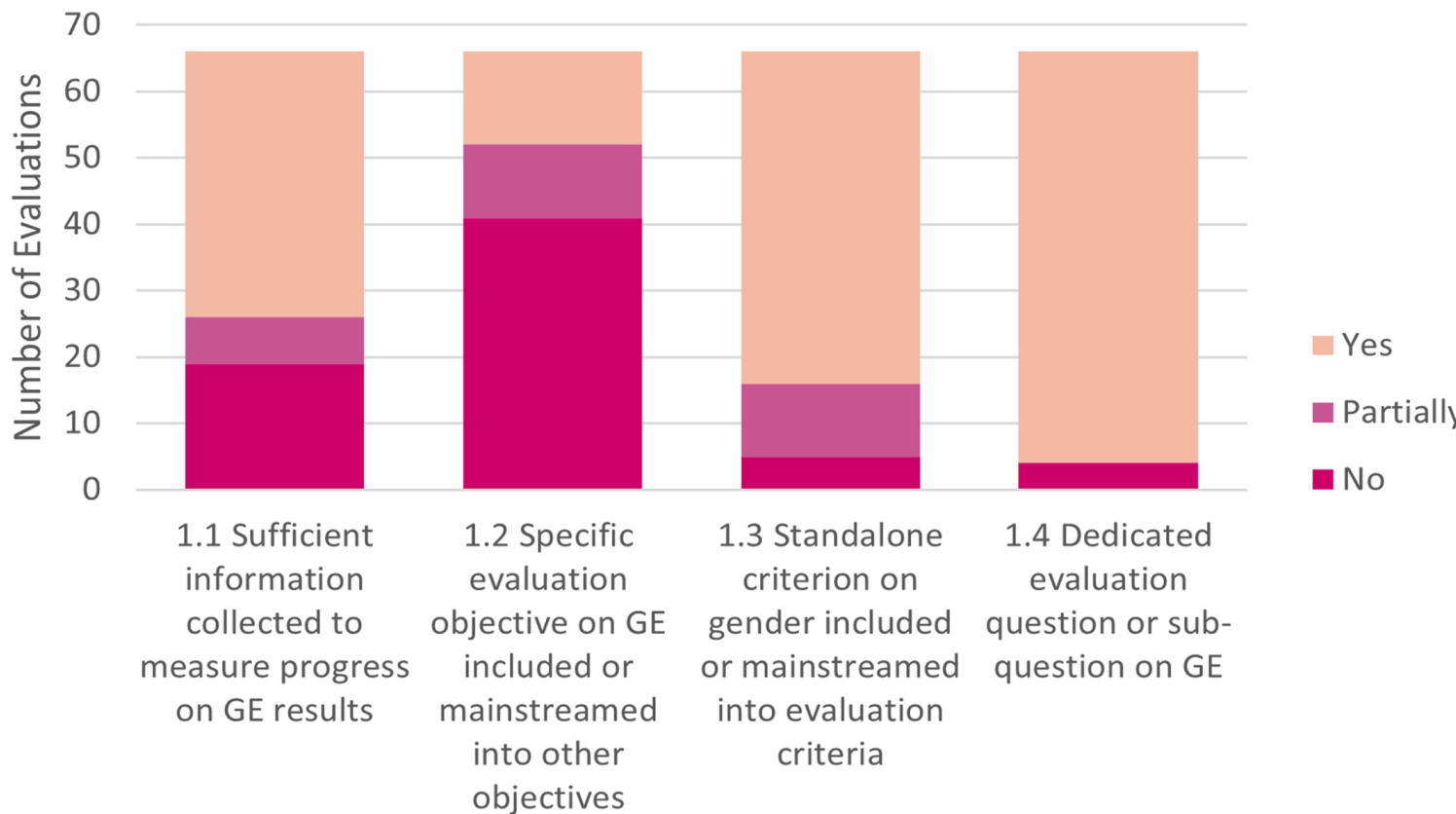
The scores are based on the following three criteria: 1) the integration of gender into the evaluation analysis, criteria and questions; 2) the use of gender-responsive methodology, methods, tools, and data analysis techniques; and 3) the reflection of gender in the evaluation findings, conclusions and recommendations. When examining the overall frequency of the three criteria in Figure 2 below, the assessment showed that gender equality was best mainstreamed into the Methods and Methodology (Criteria 2) and poorly integrated into the Findings, Conclusions and Recommendations (Criteria 3). However, all three criteria present significant room for improvement.

FIGURE 2: Distribution of Scores for each Criteria (2022, n=66)



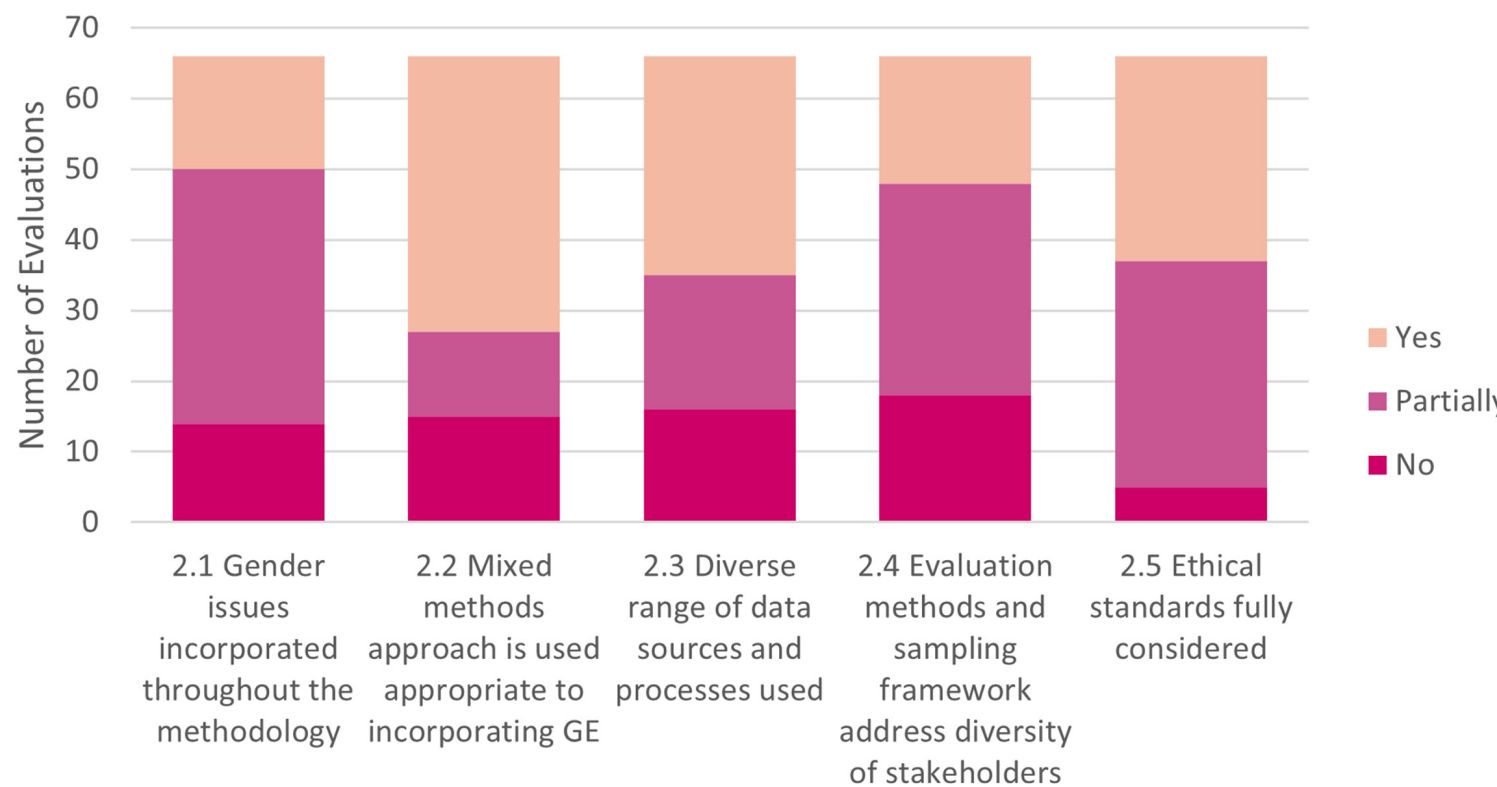
Each of the three main criteria are composed of sub-criteria elements which are given a rating of “Yes”, “Partially” or “No” in the QA reports. Figure 3 below shows the breakdown of the incorporation of the sub-criteria elements for Criteria 1. From the figure, it is clear that sub-criteria elements 1.3 and 1.4 have been well integrated while sub-criterion element 1.2 has largely not been integrated.

FIGURE 3: Criteria 1 – GE in Evaluation Analysis, Criteria & Questions (2022, n=66)



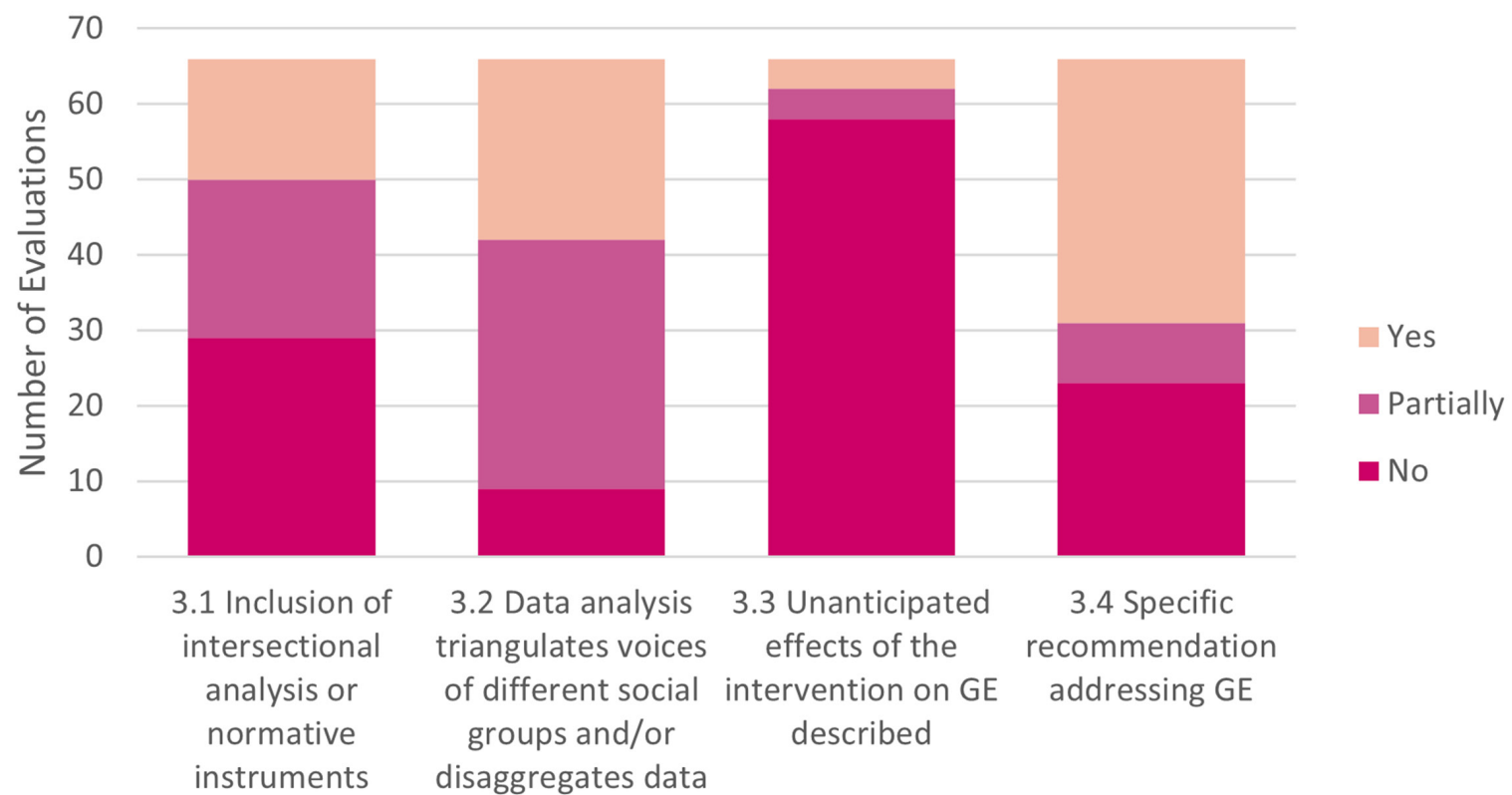
When examining Criteria 2 as seen in Figure 4 below, sub-criteria elements 2.2 and 2.3 were well integrated, whereas elements 2.1, 2.4 and 2.5 could have been integrated more fully.

FIGURE 4: Criteria 2 – GE in Methodology & Tools (2022, n=66)



Lastly, the breakdown of the sub-criteria elements for Criteria 3 are illustrated in Figure 5 below. As indicated, sub-criteria elements 3.2 and 3.4 were fairly well integrated, element 3.1 was not well integrated, and 3.3 was overwhelmingly not integrated within the studied evaluations.

FIGURE 5: Criteria 3 – GE in Findings, Conclusions & Recommendations (2022, n=66)



In addition to the breakdown analysis for each sub-criteria element, the ‘strengths and weaknesses’ sections found in the 66 QA reports were analyzed by assessing the frequency of each identified weakness. Through this analysis, the primary highlighted weaknesses identified were:

- (a) a lack of discussion on the unanticipated effects on gender (found in 44 evaluations),
- (b) lack of objectives related to gender (39 evaluations),
- (c) missing intersectional or gender analysis (29 evaluations),
- (d) no recommendations focused on gender (29 evaluations), and
- (e) the sampling framework does not clearly address gender issues (23 evaluations).

A full list of the significant identified weaknesses can be found in Annex 3.

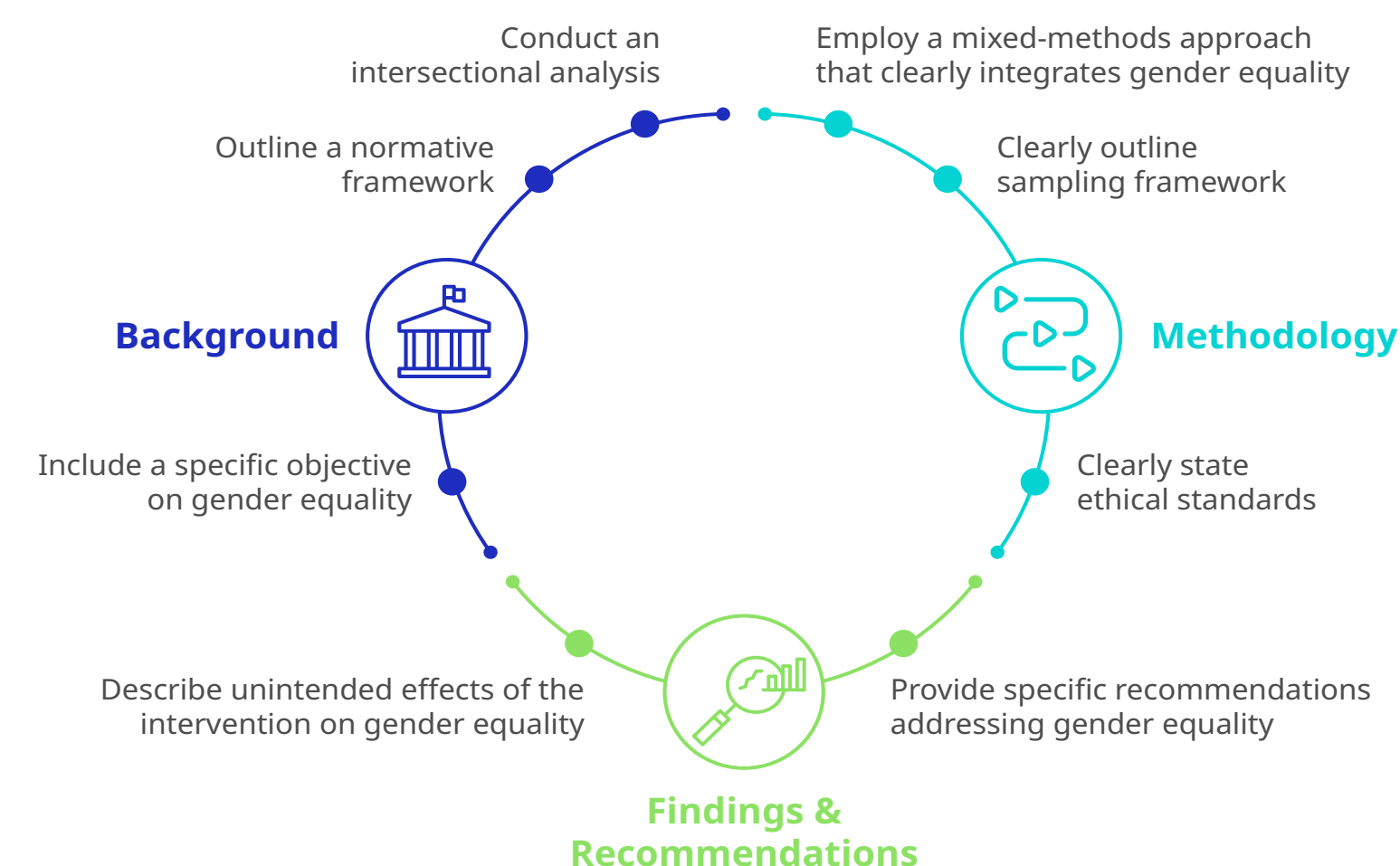
4. What are some good practices that can be incorporated to better integrate gender equality?

Gender equality should be mainstreamed into all stages of an evaluation: design, implementation, and reporting. Before even starting an evaluation, it is important to ensure that the evaluators are trained and knowledgeable about HRBA and GE and how to include it effectively. The following tips for incorporating gender equality into evaluations are taken from UNEG's *Integrating Human Rights and Gender Equality in Evaluations (2014)*.

- ▶ When designing evaluations, it is crucial to integrate a GE perspective right from the outset. This entails aligning the evaluation with international normative frameworks and adopting a methodology that is specifically chosen to address gender equality and marginalized group issues. Employing a participatory methodology is especially recommended, as it fosters inclusivity and ensures involving the full range of stakeholders, thereby integrating gender equality and human rights concerns. The evaluation's scope should include an assessment of how the intervention aligns with organizational and system-wide gender and human rights objectives, along with an analysis of equality in rights, responsibilities, and opportunities between women and men.
- ▶ While creating the Terms of Reference (TOR), evaluation managers should engage stakeholders to ensure alignment on the evaluation's approach and methodology. It should highlight the roles of duty bearers and rights holders⁸, detailing their involvement throughout the evaluation's trajectory. Additionally, the TOR should spell out the relevant instruments and policies governing gender equality, ensuring that they act as a compass for the evaluation. Evaluation criteria and questions should be included that are aimed at assessing GE. The TOR should outline the evaluation's

methodology while also underscoring its rights-based, gender-sensitive, intersecting and disaggregated nature. It should also explicitly stipulate the required expertise within the evaluation team regarding GE. The TOR also should include an analysis of how the capacity of duty bearers and rights holders is bolstered, how interventions address structural inequalities and power dynamics, and the integration of gender equality dimensions into the evaluation methodology.

The analysis conducted in Part III above highlights a number of weaknesses that, if targeted for improvement, could lead to stronger evaluations and increased UN-SWAP scores. Eight areas of improvement were selected for this guidance note based on the frequency they were highlighted and the ease with which good practices may be introduced. The eight targeted areas for improvement are:



Based on these eight highlighted areas of weakness, the following good practices are suggested to increase the overall strength of the evaluations as well as resulting in an increased UN-SWAP score.

i. Conducting an intersectional analysis in your evaluation

An intersectional analysis is a framework that recognizes how multiple dimensions of identity and social categories intersect and interact with each other. It emphasizes the interconnectedness of systems of power, such as gender, race, class, sexuality, and ability, and how they shape individuals' experiences and oppressions. By considering these intersecting identities and systems, intersectional analysis aims to reveal and address the unique and overlapping forms of discrimination and privilege that different individuals and groups face. For example, a low-income man in a wheelchair, a rural elderly woman, and a new immigrant youth may all experience a situation or intervention in a different way⁹. To conduct an intersectional analysis in your evaluation, consider the following tips:

- **Understand intersectionality** through familiarizing yourself with the fundamental concepts, such as the idea that intersectionality recognizes that each individual holds multiple identities (gender, race, class, sexuality, disability, etc) and how these identities lead to unique experiences and forms of discrimination.
- **Identify relevant identities** for beneficiaries in the context of the evaluation. Consider both visible and invisible identities that may influence experiences and outcomes.
- **Gather diverse data** to capture the experience and perspectives of individuals with intersecting identities. This could consist of ensuring that various demographic information is included during the data collection phase.
- **Analyse within-group and between-group variations** looking for patterns, similarities and differences in experiences, needs and outcomes. Identify power dynamics and privileges as well as disadvantages. Consider how power structures and social norms intersect to shape individuals' opportunities

⁸ Duty bearers are typically states or the implementing organization while rights holders are the beneficiaries of the intervention

⁹ Government of Canada. Introduction to GBA+.

and access to resources. Contextualize the analysis within broader social, cultural, economic, and political systems; this may include discussions of systems of oppression such as patriarchy, racism, ableism or classism.

- **Validate findings with stakeholders**, including those with intersecting identities to ensure accuracy and relevance of the analysis. This participatory approach helps capture diverse perspectives and ensures analysis is grounded in realities.



Example(s) of Good Practice

The evaluation [RAS/20/01/EUR](#) incorporates an intersectional analysis within the Background section of the evaluation under the heading “Understanding of the Context”. In this section, the report discusses the different perspectives of various social groups (including women and men) that were included within the intervention being evaluated.

Another evaluation that provides a good example is [RAF/17/05/FIN](#) which includes a short description of the beneficiaries’ gender as well as their economic and social status.

For further information on how to include intersectional analysis, consider reading materials such as [Gender Analysis | Better Evaluation](#) and [Gender-based Analysis Plus \(GBA Plus\) - Women and Gender Equality Canada](#).

ii. Outlining a normative framework that integrates gender equality

A normative framework refers to a set of principles, values, or standards that guide and evaluate moral or ethical behaviour within a particular context. It provides a basis for determining what is considered right or wrong, just or unjust, and helps shape societal norms and expectations. This framework should be included to establish principles, values and standards against

which evaluation can be conducted. Some tips on how to incorporate this into an evaluation include:

- **Identify relevant norms and standards** to guide the evaluation including international conventions, national policies, organizational guidelines and ethical principles related to the program/intervention (e.g., human rights standards, gender equality principles, environmental sustainability goals, or specific program guidelines).
- **Conduct a literature review** on existing normative frameworks relevant to the evaluation. Define the normative framework based on the identified norms and standards from the literature review. Clearly articulate the principles, values, and ethical considerations that should guide the evaluation. Consider how the normative framework relates to the programme’s goals, objectives and desired outcomes.
- **Explain the rationale** for the inclusion of the normative framework and why the identified norms and standards are important and how they align with the programme or intervention. Explain the implications of the framework on the evaluation design, data collection methods, analysis and interpretation of findings. Discuss how the normative framework contributes to the evaluation’s credibility, relevance and utility. Highlight any potential challenges in applying the normative framework.
- **Establish a clear link** between the normative framework and the evaluation objectives.



Example(s) of Good Practice

The evaluation [JOR/19/02/AUS](#) includes a normative framework within the report. In section 3.2 “Evaluation Principles and Standards”, the report briefly outlines the international benchmarks on gender and human rights that were taken into consideration when conducting the evaluation.

For more information on Norms and Standards: [UNEG norms and standards for evaluation \(2016\) | Better Evaluation](#)

iii. Ensuring that a specific evaluation objective on gender equality is included

When defining the purpose and goals of the evaluation, include a specific gender-related objective into the overall evaluation framework. It may be beneficial to consider the following:

- **Review existing gender equality goals** or frameworks relevant to the intervention being evaluated and consider the intersectional analysis conducted.
- **Consider gender dimensions** across all evaluation criteria (relevance, effectiveness, efficiency, sustainability, orientation towards impact) and how gender equality influences each of these aspects.
- **Craft evaluation questions** that explicitly address gender-related issues such as examining women in managerial or leadership positions, equal pay for work of equal value, or other questions relating specifically to the evaluation being conducted.



Example(s) of Good Practice

The evaluation [RAS/19/09/IOM](#) provides an example of including an objective focused on gender equality. Although the intervention and evaluation were not focused entirely on women and gender equality, one of the objectives is to “assess the extent to which the GOALS implemented a human rights and gender responsive approach in the design and implementation”.

iv. Checking to ensure that a mixed-methods approach is employed that explicitly integrates gender equality

Using a mixed-methods approach contributes to accounting for the diversity of perspectives when gathering and analysing data. Make sure to clearly state how the methodology addresses gender issues through the use of mixed methods. Some tips that can be used to ensure that this is done are:

- **Utilize a [participatory](#) and/or [feminist](#) methodology** that fully incorporates all voices and perspectives (including disadvantaged or vulnerable populations such as women and girls). Consider and document how these participants are included. Items to consider may include:
 - Were the participants' homes visited? Was transportation to/from interviews or focus groups covered? Was childcare provided?
 - Were informal or less structured roundtable discussions conducted to provide a safe environment to share information and experiences?
 - Were alternative methods of gathering data from marginalized individuals used (such as drawings, charts, storytelling, or other creative methods to capture their sense of change and success)?
- **Clearly disaggregate all data** collected into relevant categories such as gender.
- **Reflect and discuss** who was able to attend meetings/ interviews/focus groups and who did not and why.
- **Ensure that a fully mixed-methods approach is used** which includes both qualitative and quantitative methods.
- **Utilize the [Gender Results Effectiveness Scale \(GRES\)](#)** to classify results of interventions.
- **Clearly explain** how the methods used guaranteed inclusion, accuracy and credibility.
- **Transparently triangulate** the voices of different social groups through the use of participatory methods and incorporation of disadvantaged voices.



Example(s) of Good Practice

The evaluation [BGD/19/51/UND](#) is a good example of a mixed-methods approach being used that clearly states the methodology and how gender equality was incorporated. The report includes detailed descriptions of the data collection and analysis methods along with disaggregation and a clear sampling strategy. Consideration of gender issues is acknowledged in the report such as in included statement: “we also explored the elements of gender, equity, and human rights assessment, given the vulnerability of the tea garden workers and the intersectionality present in the tea garden communities.”

v. Clearly outlining a sampling framework that addresses the diversity of stakeholders

Using a systematic approach to select a representative subset of individuals for data collection and analysis while clearly outlining the approach and reasoning within the evaluation report is a good way to ensure integration of gender equality. This can be achieved by considering the following when determining the sampling strategy:

- **Consider the evaluation objectives** and what needs to be collected, why, and how gender equality is addressed.
- **Determine the population or groups of interest** that the evaluation aims to assess. Define specific characteristics or criteria that individuals or units must possess to be included in the evaluation. This should include a gender focus.
- **Consider the sampling limitations** through recognizing and acknowledging any limitations or potential sources of bias associated with chosen sampling framework. Document and discuss their potential impact on the evaluation results. This may include issues relating to reaching or including all marginalized individuals.



Example(s) of Good Practice

The evaluation [RAS/20/01/EUR](#) provides a good example of a sampling framework discussion. In the report, there is a section titled “Sampling” which discusses the strategy used for the evaluation including a breakdown of the demographics into men and women.

vi. Making sure to clearly state the ethical standards used in the evaluation

Ethical standards used during the evaluation should be clearly outlined with specific details provided. Some examples of ethical standards that could be included are:

- **Confidentiality:** explain how information shared by individuals or groups during the evaluation process is kept confidential and only disclosed with appropriate consent or legal requirements.
- **Informed Consent:** include information that participants were made fully aware of the purpose, procedures, and potential risks and benefits of the evaluation.
- **Objectivity and impartiality:** detail how the evaluator(s) maintained impartiality and avoided personal biases or conflicts of interest that may influence the evaluation process or outcomes.



Example(s) of Good Practice

The evaluation [BGD/19/51/UND](#) provides a good example of clearly stating ethical standards and how this relates to gender equality. The evaluation states how the respondents (female tea garden workers and their families) were informed about the purpose, confidentiality, interview time, and all relevant details before the interview. It also notes how the respondents were provided a right to refuse and consent was obtained verbally. As the intervention also included under-aged participants in the women's families, a discussion was included about how the parents were asked for consent and how ethical research guidelines for children were followed. Lastly, there is a note regarding how data was safeguarded on a password-protected computer with evaluation team access only.

- **Identify unintended effects** both positive and negative. Analyse underlying mechanisms that have contributed to these effects such as programme processes, activities, and contextual factors. Consider social norms, power relations, and gender roles.
- **Engage diverse stakeholders** such as programme participants, community members, and gender experts for a more comprehensive analysis.
- **Assess the implications** of the unintended effects on gender, both short-term and long-term, and their consequences for gender equality, women's empowerment, and the well-being of different genders. Identify risks, challenges and opportunities that have emerged as a result of the unintended effects.



Example(s) of Good Practice

[JOR/19/02/AUS](#) provides a good example of examining unintended effects of the intervention on gender equality. It does this through asking under the Effectiveness section: "Have unintended results of the project been identified?" and, under the "Impact and Sustainability" section it asks: "What are the possible long-term effects on gender equality?" Another example is [JOR/19/05/USA](#) which includes a section "Unintended Outcomes" under Effectiveness. It discusses unanticipated effects including building social cohesion in communities particularly for women as well as negative effects such as the facilitation of establishing informal businesses which particularly affected female participants due to societal factors.

vii. Describing the unintended effects of the intervention on gender equality

A good practice is to examine the potential unintended effects of interventions on gender equality. These could include reinforcing stereotypes or exacerbating existing gender disparities. Effects should be considered at the individual, household, and community levels. The following steps can be used to ensure that unintended effects are examined within an evaluation:

- **Review initial programme assumptions** including programme design, theory of change, and intended gender-related outcomes. Understand the intended goals and assumptions.
- **Consider the qualitative and quantitative data** collected and analysed through a gender-sensitive lens. Look for patterns and changes that were not anticipated or accounted for in programme design. Consider how these patterns may impact different genders differently.

viii. Providing conclusion(s) and recommendation(s) addressing gender equality

Make sure to include conclusion(s) and recommendation(s) that either directly focuses on gender equality and the empowerment of women or mainstream gender equality within one or more existing conclusion and recommendation.



Example(s) of Good Practice

The evaluation [ETH/17/01/MUL](#) provides a good example of incorporating one recommendation directly focused on gender equality. In the report, the fourth recommendation is: "ensure the findings and recommendations of the gender analysis are integrated into the programme documents, the indicators for gender-equality related activities are developed, and the monitoring and evaluation plan updated accordingly. The importance of conducting gender assessments in the early stages of a project/programme should be reflected on and addressed in future ILO programmes".

Annex 1: Methodology

In total, 66 QA reports from external quality appraisals, all covering evaluations completed in 2022, were examined to conduct the analysis. The results from each overall individual UN-SWAP score were compiled into a Microsoft Excel database along with the score from each of the three criteria and their sub-criteria elements. Pivot tables were used to find the frequency of each score and the level of inclusion of criteria and sub-criteria. The ‘strengths and weakness’ section relating to integration of gender equality were also inputted into the database. This section was analyzed by reading all 66 comments from each QA report and noting each instance of a mentioned weakness. Any repetitions of weakness across QA reports were tallied. Through this analysis, an overview of the most frequent weaknesses as identified by the external quality appraisals was evidenced.

When developing the good practices, a literature review was conducted to assess potential ways to better integrate gender equality within evaluations. This included the report by the United Nations Evaluation Group (UNEG) on *Integrating Human Rights and Gender Equality in Evaluations (2014)* as well as recent academic literature on gender approaches to evaluation and feminist evaluation.

Annex 2: About UN-SWAP

The UN-SWAP (United Nations System-wide Action Plan) is an accountability framework designed to measure, monitor and drive progress towards achieving gender equality and the empowerment of women. First introduced in 2012 with the 2.0 framework launched in 2018, it was created to anchor with the 2030 Agenda for Sustainable Development. The UN-SWAP states that each organization should aim to achieve “Meets Requirements” and, eventually, aspire to “Exceed Requirements”. To record progress towards this goal, the UN-SWAP has an Evaluation Performance Indicator which assesses the extent that evaluations meet the gender-related [UNEG Norms and Standards](#) and follow the [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#).

The UN-SWAP scorecard was presented in the UN-SWAP Evaluation Performance Indicator Technical Note (April 2018). The scorecard is structured around three criteria:

1. GEEW is integrated in the evaluation scope of analysis and evaluation criteria and questions are designed in a way that ensures GEEW related data will be collected.
2. A gender-responsive methodology, methods and tools, and data analysis techniques are selected.
3. The evaluation findings, conclusions and recommendation reflect a gender analysis.

Scores are assigned to the above criteria as follows:

- 0 = not integrated
- 1 = partially integrated
- 2 = satisfactorily integrated
- 3 = fully integrated

The individual scores for each evaluation are therefore out of 9 points (3 points for each criterion). To “Meet Requirements”, at least one of the criteria needs to be assessed as “fully integrated”.

In addition, each of the three criteria are broken down further into sub-criteria elements. These sub-criteria elements are as follows.

Criteria 1 sub-criteria elements

1.1 Does the evaluation assess whether sufficient information was collected during the implementation period on specific result indicators to measure progress on human rights and gender equality results?

1.2 Does the evaluation include an objective specific to assessment of human rights and gender equality considerations or was it mainstreamed in other objectives?

1.3 Was a standalone criterion on gender and/or human rights included in the evaluation framework or mainstreamed into other evaluation criteria?

1.4 Is there a dedicated evaluation question or sub-question regarding how gender equality and empowerment of women (GEEW) was integrated into the subject of the evaluation?

Criteria 2 sub-criteria elements

2.1 Does the evaluation 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?

2.2 Does the evaluation methodology employ a mixed-methods approach, appropriate to evaluating GEWE considerations?

2.3 Are a diverse range of data sources and processes employed (i.e., triangulation, validation) to guarantee inclusion, accuracy, and credibility?

2.4 Does the evaluation methods and sampling frame address the diversity of stakeholders affected by the intervention, particularly the most vulnerable, where appropriate?

2.5 Were ethical standards considered throughout the evaluation and were all stakeholder groups treated with integrity and respect for confidentiality?

Criteria 3 sub-criteria elements

3.1 Does the evaluation have a background section that includes an intersectional analysis of the specific social groups affected by the issue or spell out the relevant normative instruments or policies related to human rights and gender equality?

3.2 Do the findings include data analysis that explicitly and transparently triangulates the voices of different social role groups, and/or disaggregates quantitative data, where applicable?

3.3 Are unanticipated effects of the intervention on human rights and gender equality described?

3.4 Does the evaluation report provide specific recommendations addressing GEWE issues, and priorities for action to improve GEWE or the intervention or future initiatives in this area?

Annex 3: Strengths and Weakness Analysis Results

IDENTIFIED WEAKNESS	# INSTANCES
Project and Evaluation Background	
Missing intersectional analysis/gender analysis	29
Missing normative frameworks on gender equality	11
Lack of objectives related to gender	39
Lack of sufficient information collected during implementation to allow for gender analysis	7
Evaluation Questions	
Lack of evaluation questions related to gender	3
Methodology	
Methodological approach does not clearly state approach with detailed information on data collection/analysis, disaggregation, and sampling strategy	12
Mixed-methods methodology does not clearly state how gender issues addressed	20
There is no transparent triangulation of voices from different social groups	18
Mixed-method approach is not clearly stated and/or is lacking quantitative approach	11
Diverse data sources and processes are not employed in order to guarantee inclusion, accuracy, and credibility	2
No discussion of how gender was integrated into data collection and analysis	6
Sampling frame is not well discussed and does not address the diversity of stakeholders	23
No discussion of ethical standards (beyond stating that they have been upheld); does not discuss how different stakeholder groups treated with integrity and respect for confidentiality	14
Findings	
Findings are not presented disaggregated	6
Unanticipated effects of the intervention on gender equality not explained	44
Gender-related monitoring information not assessed	3
Recommendations	
No recommendations focusing on GEWE	29