

**INTER-AGENCY HUMANITARIAN  
EVALUATION ON**

**GENDER  
EQUALITY**

**AND THE EMPOWERMENT  
OF WOMEN AND GIRLS**

**ANNEXES**

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### Disclaimer

The contents and conclusions of this evaluation report reflect the opinion of the authors, and not necessarily those of the United Nations, OCHA, donors, or other stakeholders.

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## Acronyms

AAP	accountability to affected populations/people	MIRA	Multi-cluster/sector Initial Rapid Assessment
ABC	activity-based costing	M&E	monitoring and evaluation
AfH	Agenda for Humanity	NGO	non-governmental organization
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action	NRC	Norwegian Refugee Council
ASG	Assistant Secretary-General	OCHA	Office for the Coordination of Humanitarian Affairs
CBT	cash-based transfers	OECD	Organization for Economic Cooperation and Development
CCCM	camp coordination and camp management	OHCHR	Office of the High Commissioner for Human Rights
CDAC	Communicating with Disaster Affected Communities	ProCap	Inter-Agency Protection Standby Capacity Project
CERF	Central Emergency Response Fund	PSEA	protection from sexual exploitation and abuse
CwC	communicating with communities	RC	Resident Coordinator
DERC	Deputy Emergency Relief Coordinator	REGA	Regional GBV Advisor
EDG	Emergency Directors Group	SADD	sex- and age-disaggregated data
ERC	Emergency Relief Coordinator	SCHR	Steering Committee for Humanitarian Response
ET	Evaluation Team	SDG	Sustainable Development Goals
FAO	Food and Agricultural Organization	SEA	sexual exploitation and abuse
FGD	focus group discussion	SEG	Strategic Executive Group
FTS	Financial Tracking Service	SGBV	sexual and gender-based violence
GA	gender analysis	SOP	standard operating procedure
GAF	Gender Accountability Framework	SPO	Senior Protection Officer
GAM	Gender with Age Marker	SRH	sexual and reproductive health
GBV	gender-based violence	SSWG	safe spaces for women and girls
GEEWG	gender equality and the empowerment of women and girls	ToC	Theory of Change
GenCap	IASC Gender Standby Capacity Project	ToR	terms of reference
GiHA	Gender in Humanitarian Action	UNCT	United Nations Country Team
GRG	Gender Reference Group	UNDP	United Nations Development Programme
HC	Humanitarian Coordinator	UNEG	United Nations Evaluation Group
HCT	Humanitarian Country Team	UNESCO	United Nations Educational, Scientific and Cultural Organization
HNO	Humanitarian Needs Overview	UNFPA	United Nations Population Fund
HPC	humanitarian programme cycle	UN-Habitat	United Nations Human Settlements Programme
HRP	Humanitarian Response Plan	UNHCR	United Nations High Commissioner for Refugees
IAHE	Inter-Agency Humanitarian Evaluation	UNICEF	United Nations Children's Fund
IASC	Inter-Agency Standing Committee	UN-SWAP	United Nations System-wide Action Plan
ICCG	Inter-Agency Cluster Coordination Group	UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
ICRC	International Committee of the Red Cross	WFP	World Food Programme
IDP	internally displaced person	WHO	World Health Organization
INGO	international non-governmental organization	WPS	women, peace, and security
IOM	International Organization for Migration	WRC	Women Refugee Commission
JRP	Joint Response Plan		
KII	key informant interviews		
KPI	key performance indicator		
LGBTI	lesbian, gay, bisexual, transgender and intersex		

## Glossary of terms

<p><b>Accountability to affected populations</b></p>	<p>Accountability to affected populations (AAP) is an active commitment to use power responsibly by taking account of, giving account to, and being held to account by the people humanitarian organizations seek to assist.<sup>1</sup> The Inter-Agency Standing Committee has endorsed four commitments on AAP and protection from sexual exploitation and abuse (PSEA):</p> <p>Leadership: Demonstrate their commitment to AAP and PSEA by enforcing, institutionalizing and integrating AAP approaches in the humanitarian programme cycle (HPC) and strategic planning processes at country level, and by establishing appropriate management systems to solicit, hear and act upon the voices and priorities of affected people in a coordinated manner, including for SEA, before, during and after an emergency.</p> <p>Participation and Partnership: Adopt agency mechanisms that feed into and support collective/coordinated people-centred approaches that enable women, girls, boys and men, including the most marginalized and at-risk people among affected communities, to participate in and play an active role in decisions that will impact their lives, well-being, dignity and protection. Adopt and sustain equitable partnerships with local actors to build upon their long-term relationships and trust with communities.</p> <p>Information, Feedback and Action: Adopt agency mechanisms that feed into and support collective and participatory approaches that inform and listen to communities, address feedback, and lead to corrective action. Establish and support the implementation of appropriate mechanisms for reporting and handling of SEA-related complaints. Plan, design and manage protection and assistance programmes that are responsive to the diversity and expressed views of affected communities.</p> <p>Results: Measure AAP- and PSEA-related results at the agency and collective level, including through standards such as the Core Humanitarian Standard and the Minimum Operating Standards on PSEA, and the Best Practice Guide to establish Inter-Agency Community-Based Complaint Mechanisms and its accompanying Standard Operating Procedures.<sup>2</sup></p>
<p><b>Contribution analysis</b></p>	<p>Contribution analysis is a methodology used to identify the contribution an intervention has made to a change or set of changes. The aim is to produce a credible, evidence-based narrative of contribution that a reasonable person would be likely to agree with, rather than to produce conclusive proof.<sup>3</sup></p>
<p><b>Empowerment of women and girls</b></p>	<p>The ability of a woman or girl to control her own destiny. This implies that she must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but that she must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions.<sup>4</sup></p>
<p><b>Gender equality</b></p>	<p>Equal enjoyment by women, girls, men and boys of rights, opportunities, resources, and rewards. It does not mean that women and men are the same, but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.<sup>5</sup></p>
<p><b>Gender equity</b></p>	<p>Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men, according to their respective needs. It is considered part of the process of achieving gender equality in terms of rights, benefits, obligations and opportunities.<sup>6</sup> Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination to ensure equality of outcomes and results and not just of opportunities.</p>
<p><b>Gender-responsive humanitarian programming</b></p>	<p>Gender-responsive programming refers to programmes where gender norms, roles and inequalities have been considered, and measures have been taken to actively address them. Such programmes go beyond raising sensitivity and awareness and actually do something about gender inequalities.<sup>7</sup> Gender-responsive programming recognizes that the needs and vulnerabilities of women, men, girls and boys in humanitarian settings are specific and different, and use the analysis of the gender relationships, roles, access to and control over resources, and constraints different groups face relative to each other to inform the design and implementation of interventions. The concept of participation of women and girls must have as its starting point their meaningful engagement (separately from men and boys) in the design, implementation and monitoring of humanitarian programmes. In addition, it is important to consider that a person's experience of a crisis is intersectional and depends on the multiple identities people hold and their real-world implications in the context of the crisis. The complexity of human identities and power relations shape the experience of the phenomenon, and any response should be tailored to the specific and multi-layered needs and experiences of various individuals and groups and also consider the agency people may hold.</p>
<p><b>Gender transformative programming</b></p>	<p>Programmes and policies that seek to transform gender relations to achieve gender equity. Transformative results would contribute to changes in social norms, cultural values, power structures and the root causes of gender inequalities and discrimination. Furthermore, transformative change involves changes to social structures and relations, including addressing economic and political disparities and patterns of stratification also related to class, ethnicity,</p>

<sup>1</sup> IASC (no date). *Accountability to Affected Populations: A brief overview*.

<sup>2</sup> IASC. 2017. *Commitments on Accountability to Affected People and Protection from Sexual Exploitation and Abuse*, November 2017, IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse.

<sup>3</sup> INTRAC. 2017. *Contribution Analysis*.

<sup>4</sup> IASC Gender Policy.

<sup>5</sup> Ibid.

<sup>6</sup> IASC *Gender Handbook*.

<sup>7</sup> UNICEF. 2018. *Gender Responsive Communication for Development: Guidance, Tools and Resources*.

	religion, or location. This requires changing both norms and institutions that shape the behaviour of people and organizations in the social, economic, environmental, and political spheres. <sup>8</sup>
<b>Humanitarian action</b>	Humanitarian action comprises assistance, protection, and advocacy in response to humanitarian needs resulting from natural hazards, armed conflict or other causes, or emergency response preparedness. <sup>9</sup>
<b>Humanitarian principles</b>	Underlining all humanitarian action are the principles of humanity, impartiality, neutrality, and independence. These principles, derived from international humanitarian law, have been taken up by the United Nations in General Assembly Resolutions 46/182 and 58/114. Their global recognition and relevance are furthermore underscored by the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations in Disaster Relief and the Core Humanitarian Standard on Quality and Accountability. The General Assembly has repeatedly reaffirmed the importance of promoting and respecting these principles within the framework of humanitarian assistance. <sup>10</sup>
<b>Localization</b>	Localizing humanitarian response is a process of recognizing, respecting, and strengthening the leadership by local authorities and the capacity of local civil society in humanitarian action, in order to better address the needs of affected populations and to prepare national actors for future humanitarian responses. <sup>11</sup>
<b>Gender mainstreaming</b>	Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality. <sup>12</sup>

<sup>8</sup> UN-SWAP 2.0. 2019. *Accountability Framework for Mainstreaming Gender Equality and the Empowerment of Women in United Nations Entities, Version 2*.

<sup>9</sup> IASC. 2015. *Introduction to Humanitarian Action: A Brief Guide for Resident Coordinators*, October 2015.

<sup>10</sup> Adapted from OCHA. 2012. *OCHA on Message: Humanitarian Principles*, June 2012.

<sup>11</sup> C. Fabre. 2017. *Localising the response: World Humanitarian Summit, Putting Policy into Practice*, The Commitments into Action Series, Paris: OECD.

<sup>12</sup> 1997 ECOSOC Agreed Conclusions 1997/2.

## Annex 1: Evaluation Questions to Findings to Recommendations Table

<u>Evaluation Question</u>	<u>Related Main Findings</u>	<u>Related Recommendations</u>
<p><b>EQ1 (Relevance) – To what extent are humanitarian responses tailored to build the capacities and resilience of women, girls, men, and boys?</b></p>	<p>Reviewed humanitarian responses are generally GEEWG sensitive - <i>after</i> the initial response. GEEWG targets on indicators common, reporting on SADD becoming more common, but not consistent. Analysis of implementation of projects and HRP based on patterns in SADD still an area for growth. There is evidence of efforts being made for affected populations to be consulted but less evidence for influence on decision making for programmes. There is evidence of the development of methodologies and tools to promote participation and consultation, both by individual agencies and at the inter-agency level, with three caveats: a) gendered participation was mostly articulated as consultation with women and girls; b) the consultations tended to be focused on identifying needs rather than strengths and resilience; and c) standard data collection practices limited the degree of participation of differential groups. The quality of gender analyses improves over the length of time of a response. However, there is limited evidence of <i>inter-agency</i> or multi-sectoral gender analysis exercises, especially in the initial response phase. Any inter-agency exercises would usually happen one or two years after the initial response. GEEWG sensitivity in project cycles is highest with the phases of needs assessment and design but becomes more diluted during the other phases of implementation such as monitoring, reporting, and analysis for adaptations of projects</p>	<p><b>Recommendation 1: Strengthen Gender Equality Expertise in Sudden Onset Emergency Response</b></p> <p>During initial front-line humanitarian responses, the IASC should ensure that agencies and all clusters immediately deploy gender equality expertise to assist with cluster analyses, project activity design, sectoral plans and HRP strategy development.</p>
<p><b>1.1 To what extent do women, girls, men, and boys participate in the design and delivery of humanitarian responses?</b></p>		
<p><b>1.3 To what extent are different means to foster participation effective?</b></p>		

**1.2 To what extent do women, girls, men, and boys have access to and benefit from accountability mechanisms?**

Women and affected populations are increasingly consulted and informed regarding project activities. However, there are fewer examples of affected populations – especially women – being involved in decision making on projects or response management. There was evidence of a consistent effort among actors to gather feedback and complaints from various groups among the affected populations. At the same time, there is a high degree of fragmentation in complaint and feedback mechanisms across the case studies and evidence of duplication of efforts on AAP. There were examples across the case studies of implicit gender bias in the application of the feedback mechanisms. However, informants indicated that the situation is gradually improving. Women and girls were more likely to be consulted regarding assistance and services that were seen as “women’s issues”, such as sexual and reproductive health (SRH) or specific gender-empowerment or GBV projects. Other groups, such as LGBTI persons, disabled persons, ethnic minorities, or the elderly were consulted less. There is limited evidence of the consistent sharing of the results of the feedback and complaints (including subsequent adjustments) afterwards with the affected populations. Information sharing on assistance and services provided were often through community leaders; female-headed households or persons with disabilities were at times excluded from accessing this information

**Recommendation 3:  
Increase HCTs Access to Strategic and Technical Expertise on GEEWG**

All HCTs should have access to a dedicated inter-agency strategic gender capacity, complemented by embedded technical-level cluster expertise.

**Recommendation 2:  
Strengthen Meaningful Participation of Women in Humanitarian Decision Making**

The IASC should ensure ongoing support to HCs and HCTs to strengthen meaningful participation of women in humanitarian decision making.



**1.4 To what extent different capacities on gender (collective, organizational, individual) contribute to ensuring responses are tailored to the needs, capacities, and vulnerabilities of all?**

Within specific humanitarian responses, gender expertise is often available globally among major humanitarian agencies; however, the deployment of this expertise tends to occur *after* the initial response phase or to be temporarily deployed during the design phase of the subsequent project proposals being developed by the agency in question. There is a gap regarding dedicated inter-agency gender expertise that can influence *both* strategic and operational considerations. Differences in conceptual understandings of gender and GEEWG programming created uncertainty among technical sector humanitarian actors regarding the practical implications for integrating gender into their programming. The uncertainty created by these conceptual divides led to greater reluctance by technical sector humanitarian actors to take GEEWG targeted actions

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**EQ2 (Coherence) – How consistently are existing system-wide policies, programme guidance and tools on gender implemented among IASC members?**

**2.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) by IASC actors coherent and consistent across the system?**

There are sufficient IASC policies in place for GEEWG and Sector and Agency GEEWG related policies are largely well aligned. Sector and agency policies are generally aligned with the IASC Gender Policy, even though most were dated prior to the policy itself. Gender capacities have improved. Much of this growth is due to the increased focus from global sectors on GEEWG and may be a further resource for continued improvements. Agency and Sector resources tended to have a stronger focus on protection mainstreaming and GBV and less so on GEEWG per se. There is widespread awareness of inter-agency tools for protection and GBV among humanitarian actors in response likely influenced by the four “non-negotiables” that are present in Humanitarian Country Team ToRs – Protection, GBV, PSEA, and AAP. GEEWG is not among the ‘non-negotiables. In the majority of cases, GEEWG has fallen by default under the Protection and GBV sub-sector envelopes. The conflation of gender and GBV/protection tends to incline the focus of GEEWG towards protection-specific mainstreaming approaches rather than additional considerations for GEEWG across sectors

**Recommendation 7:  
Enhance Accountability for GEEWG Action**

The ERC/HC annual compacts should include specific actions for GEEWG, and the HCT compacts should include HCT roles and responsibilities as set out in the IASC Gender policy. HCT compacts should outline specific commitments and actions for GEEWG to be a priority for operations and mainstreamed into other portfolios.

**Recommendation 4:  
Improve IASC Strategic Planning and Monitoring of Gender Results Outcomes**

The IASC should ensure systematic planning and monitoring of gender-related results at global and country levels.

**2.2 To what extent is humanitarian leadership at both global and country levels contributing to a coherent and consistent approach to GEEWG in humanitarian response?**

There is evidence of HCT leadership commitments to gender equality, although the degree of implementation of commitments varies. Gender parity has been a point of priority at the highest level of humanitarian leadership, including the United Nations Secretary General's (UNSG) and Assistant Secretary-General's (ASG) calls for increased gender parity among HCT leadership, and this is reflected in improvements in gender parity (although still low) compared to prior to the period under evaluation. The actual operationalization of GEEWG is dependent on an entire chain of numerous actors, from strategic leadership to operational leadership to implementing partners to field-level camp personnel. This complex chain of actors dependent on operationalization makes the integration of GEEWG principles highly vulnerable to specific personal prioritization, especially in the absence of any compliance framework

**Recommendation 3:  
Increase HCTs Access to Strategic and Technical Expertise on GEEWG**

All HCTs should have access to a dedicated inter-agency strategic gender capacity, complemented by embedded technical-level cluster expertise.

**Recommendation 6:  
Enhance Management Response to Gender Accountability Framework Report**

The IASC should strengthen mechanisms for follow-up to the recommendations from the IASC Gender Accountability Framework.

**2.3 To what extent have existing system-wide policies, program guidance and tools on gender been consistently used to build the capacity of the IASC members to respond?**

**2.4 To what extent are humanitarian programmes aligned to existing policies and tools on gender equality and the empowerment of women and girls?**

The IASC gender policies do serve to create a general framework, setting the standards for individual agency and sector tools and guidance and outlining roles and responsibilities at all levels even if humanitarian actors' first point of reference were their agency resources for gender. Efforts on gender mainstreaming made at the global level by clusters and agencies are creating dividends at the country level and have thus far provided the "backbone" for gender to be reflected in cluster- and agency-specific actions. The initial front-line of any response tended to have the weakest gender considerations and the standard operating procedures (SOPs) of a front-line response may also be influencing the degree of GEEWG inclusion. Sector specialists were actively attempting to integrate GEEWG, but frequently noted that they had difficulty understanding the application of "gender-specific" terminology and concepts to their specific sector when shared by non-sector experts. There were challenges to identify what was considered to be "sufficient" for GEEWG. This has had an unintended negative effect on the willingness of humanitarian actors to address GEEWG. The GAM tool is among the most widely known of the inter-agency gender specific tools and was cited as a good practice for promoting GEEWG capacity. Although intended as a capacity-development tool, the GAM has become co-opted for use in accountability, but without the concomitant resourcing and level of authority required

**Recommendation 3:  
Increase HCTs Access to Strategic and Technical Expertise on GEEWG**

All HCTs should have access to a dedicated inter-agency strategic gender capacity, complemented by embedded technical-level cluster expertise.

**Recommendation 8:  
Improve Tracking of GEEWG Resources and Expertise**

The IASC should improve the linkages between programmatic and financial tracking mechanisms to enhance support to implementation and compliance, including allocation of resources for gender equality expertise.

**EQ3 (Effectiveness) – How effective are existing IASC-promoted efforts to strengthen gender equality and the empowerment of women and girls in humanitarian programme?**

**3.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) by IASC actors leading to effective results?**

Gender, together with other cross-cutting issues, is included in the standard ToR for the HCTs and is reflected as an important HC and HCT commitment but the TORs are not updated to the new IASC Gender Policy, nor with specific action points included, and Gender is generally treated as a cross cutting theme and thus less visible. There are limited consequences for non-compliance or tools for tracking accountability for GEEWG within HCTs. There are two gender-related accountability tools at the country level – the IASC Gender Accountability Framework and the UNCT Gender-SWAP Scorecard – which could potentially be applied for enhanced accountability but are currently underutilized by HCTs themselves for different reasons.

**Recommendation 7: Enhance Accountability for GEEWG Action**

The ERC/HC annual compacts should include specific actions for GEEWG, and the HCT compacts should include HCT roles and responsibilities as set out in the IASC Gender policy. HCT compacts should outline specific commitments and actions for GEEWG to be a priority for operations and mainstreamed into other portfolios.

**Recommendation 6: Enhance Management Response to Gender Accountability Framework Report**

The IASC should strengthen mechanisms for follow-up to the recommendations from the IASC Gender Accountability Framework.

**Recommendation 4: Improve IASC Strategic Planning and Monitoring of Gender Results Outcomes**

The IASC should ensure systematic planning and monitoring of gender-related results at global and country levels.

**3.2 To what extent have the existing policies, guidance and tools been effective in ensuring capacities on gender equality and the**

The 2017–2019 period was marked by the roll-out and implementation of a wide range of capacity-building efforts on gender or with an integrated gender dimension. While UN agencies, INGOs, and larger national NGOs may have more access to capacity-strengthening opportunities, partners tasked with delivering humanitarian action at the point of

**Recommendation 3: Increase HCTs Access to Strategic and Technical Expertise on GEEWG**

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**empowerment of women and girls are built?**

affected populations were often the least able to access capacity development opportunities. At the inter-agency level, capacity development efforts were seen as useful for raising general awareness, but more challenging for actual impact on GEEWG operationalization because of time and resourcing limitations. Though numerous, the capacity development efforts are not necessarily well coordinated and complementary. The GBV call to action can be seen as an inspiration for GEEWG operationalization. The call to action was specifically targeting GBV rather than GEEWG, but there are some success factors that may be helpful to consider integrating into any equivalent GEEWG forum: a) development of a road map; b) dedicated financial and human resources allocated to the action; c) inclusion of UN, NGO, INGO and government stakeholders towards a set of agreed priorities; and d) targeted and time-bound specific action points for consideration

**Recommendation 1:  
Strengthen Gender Equality Expertise in Sudden Onset Emergency Response**

During initial front-line humanitarian responses, the IASC should ensure that agencies and all clusters immediately deploy gender equality expertise to assist with cluster analyses, project activity design, sectoral plans and HRP strategy development.

**3.3 To what extent have the existing processes and structures (ToC Platform for Action) been effective in ensuring capacities on gender equality and the empowerment of women and girls are built?**

GEEWG mainstreaming has increased in design and needs assessments phases. Balancing GEEWG considerations as part of mainstreaming into all humanitarian activities and visibilizing GEEWG interventions for gender-responsive programming has shifted towards an over-emphasis on mainstreaming – making GEEWG relatively invisible in documentation. Gaps exist in the structures of roles and responsibilities both within HCTs and at the IASC level which impede operationalization of GEEWG even as roles and responsibilities are fulfilled. Within the HCT level, there is a gap in the humanitarian architecture for strategic, permanent, gender expertise at the level of HCTs and Sectors and there is a gap in terms of accountability. This has led to existing resources, such as the GenCap advisors and the GAM tool, being used to fill these gaps even if they are not resourced to do so adequately. HCT level strategic performance for gender is usually dependent on the presence of dedicated gender expertise at the HCT level. Sector performance for gender is usually dependent on the presence of dedicated inter-agency gender expertise within the sector that can ‘speak the language’ of the sector. While examples of women-led organizations engagement are positive alignments with the Grand Bargain, one gap has been the inclusion of women-led organizations for decision making or strategic engagement within humanitarian responses

**Recommendation 5:  
Strengthen Global Leadership and Capacity for Gender**

The IASC should strengthen the opportunities for global leadership and capacity for gender through the integration of the Gender Reference Group within the core structure of the IASC, improved use of external IASC gender capacity, and increase the emphasis on GEEWG themes in leadership discussions.

### **3.4 To what extent is wrought to advance gender equality adequately resourced through funding and staffing?**

Since 2017, there has been increase in funding requested for GEEWG as a percentage of total response requests but there is substantive under-funding for projects targeting women and girls. The amount of resources for dedicated gender expertise in HCTs is strategic gap even though the presence of dedicated high-level gender expertise is found to contribute to improved GEEWG operationalization. Donor support to GEEWG projects or the requirements by donors for mainstreaming GEEWG in projects were variable across the donor landscape and focused mostly SADD targets – often without requiring standard gender indicators for tracking GEEWG progress. In the absence of mechanisms to systematically monitor funding requests and allocations for gender equality contributing projects, it is difficult to hold humanitarian actors and donors accountable when it comes to gender equality outcomes

### **Recommendation 8: Improve Tracking of GEEWG Resources and Expertise**

The IASC should improve the linkages between programmatic and financial tracking mechanisms to enhance support to implementation and compliance, including allocation of resources for gender equality expertise.



**EQ4 (Coordination) –  
To what extent are  
efforts by IASC  
members to  
strengthen gender  
equality and the  
empowerment of  
women and girls in  
humanitarian  
programming  
coordinated**

**4.1 To what extent are  
roles and  
responsibilities (as  
per the IASC Gender  
Policy) by IASC  
actors contributing to  
ensuring coordination  
and  
complementarity?**

In almost all cases, some form of inter-agency, inter-sector coordination mechanism for GEEWG was created even though this is not a requirement in the humanitarian architecture. In four of the profiled countries, GEEWG coordination was tasked to the Protection cluster or GBV sub-cluster, while five involved creating some form of a working group with nominated gender focal points from sectors. The gender working groups tended to focus on raising awareness or coordinating advocacy, sharing information, and providing inputs to reports and proposals. Opportunities for synergies such as joint programming or joint gender analyses were less common. The presence of dedicated gender expertise that is inter-agency and sits at the RC, HC, or Secretariat level was an important factor by stakeholders interviewed for functionally mainstreaming GEEWG actions across the entire response and for keeping the GEEWG working groups functioning. The GenCap Advisor was often co-opted to play this dedicated gender expertise role even though the GenCap Advisors are intended to be a short-term capacity development resource and a more permanent gender capacity at the HCT level was clearly indicated as a preference. In the absence of a dedicated platform and high-level expertise on gender, the GBV sub-cluster often becomes the default framework for most gender-related work. This

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**Recommendation 4:  
Improve IASC Strategic Planning and Monitoring of Gender Results Outcomes**

The IASC should ensure systematic planning and monitoring of gender-related results at global and country levels.

has helped create a unifying framework under a unique umbrella with a multiplicity of initiatives. The downside of this, however, has been that most of the work on gender may become oriented primarily towards GBV issues

**4.2 To what extent is gender responsive humanitarian programming by IASC members coordinated and complementary?**

At the IASC level, the global processes and structures do influence the operationalization of GEEWG capacity in humanitarian responses. Within HCTs, closer collaboration among actors and entities with specific gender expertise is still necessary to capitalize on existing efforts and to avoid duplication. Segmented collaboration among gender actors and entities contributes to multiple interpretations of gender. At the HCT level, the gender working groups were able to play an important role, but without the extra resources they often struggled to provide sufficient GEEWG support to operations. In contrast, the gains in sector-specific GEEWG and the accompanying resources appeared to be more sustainable – especially when resourcing was allocated from cluster leads for gender expertise. The multiplication of working groups and cross-cutting issues within the system has had an unintended negative effect on GEEWG operationalization and capacity development. Within the IASC level, there are multiple potential ‘centres’ for Gender and an absence of agency mandated gender expertise within the IASC (as opposed to Protection or GBV which do have both a centre and agency mandated expertise) which contributes to the barriers to coordination of GEEWG operationalization across the IASC. The overall IASC structure embeds gender fairly low making it less ‘visible’ for operationalization, monitoring, or accountability. There are further opportunities for institutionalizing GEEWG within the IASC processes to mitigate against possible GEEWG declines should leadership attention shift

**3.5 To what extent are IASC efforts contributing to making humanitarian programmes gender-responsive?**

**Recommendation 5:  
Strengthen Global Leadership and Capacity for Gender**

The IASC should strengthen the opportunities for global leadership and capacity for gender through the integration of the Gender Reference Group within the core structure of the IASC, improved use of external IASC gender capacity, and increase the emphasis on GEEWG themes in leadership discussions.

### 4.3 To what extent is coordination contributing to gender-responsive humanitarian programming by IASC members?

Since 2017, there has been evidence of progress towards gender mainstreaming in the operational aspects of sectors due to the efforts by clusters at the global level. Sectoral operations were seen as improved for GEEWG when the lead agency of the cluster/sector deployed dedicated gender expertise within the cluster - particularly when the expertise was allocated to the sector as a whole and not simply seen as an agency-specific resource. A gap still exists between the larger strategic commitments to GEEWG at the HC/RC/HCT level and the practical operationalization of GEEWG within sectors and the direct activities. Gender expertise at a sufficiently high level was necessary for fomenting collective strategic commitments, but this level was less effective for providing direct technical inputs to sector specialists. The gender inter-agency working groups struggled with being able to provide sufficient technical operational expertise to sectors. The Gender Working groups have less influence and smaller budgets than established thematic sectors and are often limited to a role of influence and negotiation and information sharing rather than carrying out technical support work in operations. Further, they were often comprised of non-gender experts who were tasked with connecting a wide range of other cluster and inter-agency groups, limiting the amount of input that could be provided. The Bangladesh pilot of the Gender Hub was considered a positive practice for being able to provide some degree of support for both strategic and sector gender expertise through: a) dedicated resourcing for gender expertise; b) connection to the Secretariat/HCT level to influence strategic decision making; c) Dedicated staff to directly connect with Sector specific operationalization of GEEWG within the sector; d) a longer time frame than the HPC cycles of one year

### Recommendation 7: Enhance Accountability for GEEWG Action

The ERC/HC annual compacts should include specific actions for GEEWG, and the HCT compacts should include HCT roles and responsibilities as set out in the IASC Gender policy. HCT compacts should outline specific commitments and actions for GEEWG to be a priority for operations and mainstreamed into other portfolios.

### Recommendation 6: Enhance Management Response to Gender Accountability Framework Report

The IASC should strengthen mechanisms for follow-up to the recommendations from the IASC Gender Accountability Framework.

## Annex 2: Methodology Guidance and Field Work Tools

This annex outlines the overall methodological details for the evaluation. Further details on logic and approach can be found in the Inception Report for the evaluation.

### 2.1 Evaluation Approach and Special Considerations

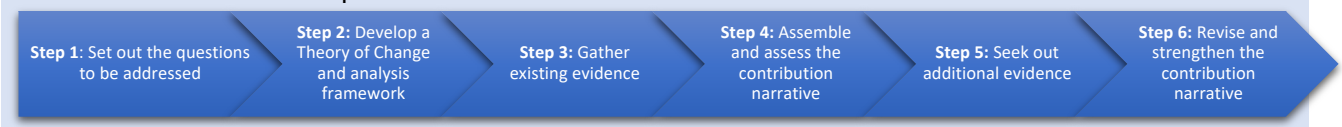
The evaluation used a mixed-method approach to answer the evaluation questions drawing on participatory approaches to attain the evaluation’s objectives. The overarching approach to this evaluation consisted of four strands:

- **A naturalistic approach to evaluation.** This approach focuses on articulating the operational realities and adjustments made in the field and often involves inductive or elicitive approaches. Theory-based evaluation from a naturalistic perspective focuses on context and the highlighting of contributory causal mechanisms which help evaluators, and the readers of evaluation reports, to understand why things happened the way that they did.
- **A case study approach.** Case study approaches are used to generate an in-depth multi-faceted understanding of complex issues with a specific focus on a particular situation. This approach emphasizes detailed contextual analysis of a limited number of events or conditions. A cross-case analysis research method will be used to mobilise knowledge from individual case studies. This enables a compare and contrast approach to the cases under investigation, and through doing so, produces insightful analysis not available through single cases.
- **Utilization Focused.** Evaluations should be judged by their utility and actual use of evaluation products (and process) – implying careful consideration of how the components of the process will affect the use of the evaluation.
- **Contribution analysis** (see Fig. 2 below). This approach recognizes that attributing results to interventions is complex and not always feasible. This analysis helps map pathways from interventions to results, particularly in changing contexts. It explores to what extent GEEWG policies, strategies, human resources, and funding have been effective and contributed to better performance. Verifying the theory of change (ToC) that the intervention is based on and paying attention to the other factors that may influence outcomes, provides reasonable evidence about the contributions made to the ToC intended outcome.

**Figure 1: An overview of contribution analysis**<sup>13</sup>

Contribution analysis is a methodology used to identify the contribution that an intervention has made to a change or set of changes. The aim is to produce a credible, evidence-based narrative of contribution that a reasonable person would be likely to agree with, rather than to produce conclusive proof.

Contribution analysis is designed to be used alongside a framework which explicitly sets out how change is, or was, supposed to happen. (i.e. how activities lead to outputs, outcomes, and impact). In contribution analysis, changes are assessed at each of these levels in order to compare reality with theory. Contribution analysis is based around a series of steps as follows:



The advantages of these approaches are that, in combination, they: are not prescriptive, but allow for a combination of methods to be used; recognize that assistance is embedded within political economies, social systems and cultures, and is implemented by various stakeholders in different ways over time; and they take context as a starting point, so are suited to the sorts of diverse settings across the mix of contexts where the case studies will be conducted.

<sup>13</sup> Adapted from INTRAC (2017) Contribution analysis; and Mayne, J. (2008). Contribution Analysis: An approach to exploring cause and effect. Brief 16, Institutional Learning and Change (ILAC) Initiative.

**Special Considerations:** Issues identified in the ToR and inception phase interviews as special considerations to be accounted for in the evaluation process included the following:

**Relevance to context:** Attention to be given to the role of local contexts as well as cultural and social constructs and their interpretation by humanitarian actors in facilitating or impeding gender equality and the empowerment of women and girls in humanitarian action. To enhance the ET's understanding of the local context and to improve ownership and communication with local communities, where relevant and possible, national evaluators for each country case study were included in the ET. The ET sought to encourage the participation of national Governments throughout the evaluation process, as appropriate and possible. National and subnational level government entities, including disaster risk management institutions, and local actors were identified and interviewed.

**Accountability to affected people (AAP):** To enhance AAP, the evaluation endeavoured to gain their perspectives on the gender-responsiveness of humanitarian programs and to incorporate these views in the evaluation findings. Additionally, the ET sought to understand how women and girls are consulted especially in the prioritization of needs, the extent of their participation in decision-making processes<sup>14</sup> and the ways in which limitations to participation and inclusion were addressed. The ET devoted an appropriate amount of time during field visits to consult communities and seek out the views of affected people, especially women and girls.

**Inclusiveness:** The evaluation methodology integrated participatory processes, especially at the country level,<sup>20</sup> to adequately engage women and men of different age and diverse backgrounds and taking into consideration the existence of disadvantaged groups, such as for example persons with disabilities. In line with the principles that underpin the IASC Policy on GEEWG in Humanitarian Action, 'gender is understood as beyond the man-woman binary to include persons who identify as Lesbian Gay Bisexual Transgender, Intersex (LGBTI).'<sup>15</sup> In addition, this evaluation was appreciative of the complexity of human identities and power relations that make everyone's experience of the crisis distinct. Hence, the focus on whether the response is also tailored to the specific and multi-layered needs and experiences of various individuals and groups, moving beyond the simplistic concept of vulnerability to also consider the agency people hold.

Cognizant that crises affect people differently, and that social categories such as age, sex, sexual orientation, disability, caste, ethnic and religious affiliation and others, intersect and interact with each other to shape vulnerabilities, the evaluation was vigilant about what categories to consider and how they overlap. Yet, given that the degree of importance and the type of intersection differs from one context to another, a judgement had to be made by the evaluation team about what social categories are particularly salient and should be prioritized for each case study country.<sup>16</sup> In addition, it was important to consider that people experience of the crisis is intersectional, and depends on the multiple identities people hold and their real-world implications in the context of the crisis.

The evaluation process aimed to assess the extent to which the differential needs, priorities, risks and vulnerabilities of women, girls, men, and boys are being identified, assessed, and integrated in humanitarian responses. Further, the evaluation process sought to understand the processes and methodologies utilized to enhance the equitable and effective inclusion, access and participation of women and girls in humanitarian activities (both at design and implementation) and in decision-making processes. A human rights perspective was integrated into the evaluation methodology where feasible. UNEG guidance on integrating gender and human rights into evaluations (a requirement of the UN-SWAP) provide guidance for this evaluation.

<sup>14</sup> The Evaluation Matrix operationalizes this concept through multiple indicators including: project management decision making, evidence of action by senior decision makers based on information received, leadership and governance mechanisms ensuring engagement and accountability to all relevant population groups

<sup>15</sup> IASC. 2017. *Policy: Gender Equality and the Empowerment of Women and Girls in Humanitarian Action*. All reference to women and men should be intended as inclusive of LGBTI.

<sup>16</sup> In-country focal points and other in-country stakeholders will be the primary interlocutors for determining which social categories are particularly salient for each context.

**Effective solutions:** Wherever possible, the ET identified innovative and effective solutions to overcome challenges to enhancing gender equality and the empowerment of women and girls that can help improve gender responsive programming in the future.

**Different emergency contexts:** To achieve applicability of evaluation findings across the humanitarian system, the case studies represented a variety of different emergency contexts, such as protracted crises, conflict, and natural disaster, as well as slow- and sudden-onset emergencies.

**Ethical considerations:** Due diligence was to be given to effectively integrating good ethical practices and paying due attention to robust ethical considerations in the conduct of any IAHE as stipulated in the UNEG Norms and Standards, specifically Norm 6<sup>17</sup> and Standard 3.2.<sup>18</sup> Consideration of ethical standards is fundamental to any research or evaluation conducted in humanitarian and emergency settings. It is essential that those engaged in and informed by the evaluation are treated appropriately, and decisions about their treatment will influence the evaluation's design. The main ethical issues that were anticipated in this evaluation relate to the stakeholders that the ET engage with, particularly affected communities, and involve considerations of confidentiality (see Box 2), data protection, protecting vulnerable respondents, and ensuring that the evaluation team avoids causing harm.

In order to mitigate participants concerns and to maximize the opportunities to elicit relevant information, interviews were undertaken based on agreement that details were not to be attributed to a specific person or agency. This approach will also be adopted for community focus group discussions. Notes from the interviews and focus group discussions were kept digitally in secure online storage.

The ET is familiar with procedures, guidelines, and tools to ensure the human dignity of affected people is honoured and that their rights and well-being are respected in all research, irrespective of context. Interviews, focus groups and other data collection and sharing were conducted in accordance with these guidelines and principles, and in particular, UNEG's code of conduct for evaluations.<sup>19</sup> The ET is familiar with the WHO's Ethical and Safety Recommendations for researching, documenting and monitoring sexual violence in emergencies,<sup>20</sup> principles of human rights-based programming, and the 'Do No Harm' approach to programming and evaluations. All interviews or focus groups and other data collection and sharing were conducted in accordance with survivor-centred approaches with strict adherence to the WHO recommendations.

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<sup>17</sup> Norm 6: Ethics - Evaluation must be conducted with the highest standards of integrity and respect for the beliefs, manners, and customs of the social and cultural environment; for human rights and gender equality; and for the 'do no harm' principle for humanitarian assistance. Evaluators must respect the rights of institutions and individuals to provide information in confidence, must ensure that sensitive data is protected and that it cannot be traced to its source and must validate statements made in the report with those who provided the relevant information. Evaluators should obtain informed consent for the use of private information from those who provide it. When evidence of wrongdoing is uncovered, it must be reported discreetly to a competent body (such as the relevant office of audit or investigation). (UNEG Norms and Standards for Evaluation, 2016).

<sup>18</sup> Standard 3.2 – Ethics: All those engaged in designing, conducting, and managing evaluations should conform to agreed ethical standards in order to ensure overall credibility and the responsible use of power and resources. (UNEG Norms and Standards for Evaluation, 2016).

<sup>19</sup> UNEG (2008) *UNEG ethical guidelines for evaluation*, 2008.

<sup>20</sup> World Health Organization (2007) *Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies* [http://www.who.int/gender/documents/OMS\\_Ethics&Safety\\_10\\_Aug07.pdf](http://www.who.int/gender/documents/OMS_Ethics&Safety_10_Aug07.pdf).



## 2.2 Stakeholder Analysis, Data Collection Methods, and Sources

**Stakeholder Analysis.** Multiple stakeholders across the humanitarian community have interests in the results of the evaluation and influence on the outcomes of the evaluation. Below were the different categories of stakeholders. Section 3.5.1 detailed the interests of the various stakeholders in this evaluation and how it was planned they will use the findings.

- IASC Principals, IASC Deputies Forum, Operations, Policy and Advocacy Group (OPAG), EDG.
- HCs and Humanitarian Country Teams (HCTs).
- Cluster coordinators both globally and within the country case studies
- Key women's and gender equality networks within the country case studies
- Practitioners involved in designing and implementing humanitarian programmes both globally and within the country case studies.
- National governments and disaster management institutions within the country case studies
- Affected people within the country case studies
- Member States of international organizations, donors, and learning and evaluation networks both globally and as relevant within the country case studies.

Different stakeholders were expected to use the findings of the evaluation in different ways. This IAHE was primarily designed to:

- Provide the *IASC Principals, IASC Deputies Forum, OPAG, EDG* and other stakeholders with evaluative evidence contributing to the evidence base for decision-making and judgments about future humanitarian action, policy development and reform. This may include the periodic revision of the IASC Gender Policy, Gender Handbook, and related documents.
- Provide *HCs and HCTs* with independent and credible evidence of collective progress towards achieving gender equality and the empowerment of women and girls in humanitarian responses. This may, where relevant, complement internal review exercises in providing an opportunity to learn from best practices and improve weaknesses in the country's humanitarian response.
- Provide other *practitioners* involved in designing and implementing humanitarian programs with evaluative evidence and practical advice to improve gender-responsive programming and strengthen efforts to empower women and girls.

**Data Collection Methods and Sources.** The evaluation used a mixed-methods approach for data collection and analysis. All data was disaggregated by sex and age where feasible, and by other social variable as relevant. The evaluation ensured methodological rigour through i) the collection of both primary and secondary data across the evaluation period and triangulation of evidence across multiple data sources; ii) the combination of evaluation tools and multiple analytical methods; and iii) rigorous comparative qualitative analysis through the use of an evidence summary approach. The UNEG Guidance on Integrating Human Rights and Gender in Evaluation was a key methodological reference document.

The ET triangulated evidence to develop findings. Where feasible, this included source, evaluator, and method triangulation.<sup>21</sup> The team's structured approach to data management will help organise the evaluation issues and facilitate the team's systematic use of evidence in their analysis. This in turn helped inform the findings and ultimately the conclusions. The main methods for data collection and analysis were the following:

- Document and literature review
- Semi-structured key informant interviews at both global and field level
- Case study approach with community engagement

<sup>21</sup> See ALNAP (2013) Evaluation of Humanitarian Action: Pilot Guide, Overseas Development Institute, p.140 for definitions of each type of triangulation.

- Desk Review Countries

Document Review: The ET conducted an initial review of key documentation that served to inform this IR and refine the evaluation design and tools. Additionally, the team conducted a more extensive review of country-level and global documentation relating to GEEWG. The purpose of this review was to identify where there is already documented evidence relating to the key evaluation questions and sub-questions. This included a review of recent humanitarian evaluations, UN-SWAP reports, Gender with Age Marker reports and relevant research studies. Special attention was paid to how evaluation recommendations and evaluation guidance address GEEWG as well as where opportunities to influence GEEWG were missed.

The methodology included a mapping and review of relevant existing policies, handbooks, and tools, and provided a comprehensive and well-arranged overview for the purposes of increasing knowledge and sharing of good practices across the humanitarian system. Key documentation included: policy and strategy, financing, capacity and human resources, advocacy, humanitarian programme cycle, participation and capacity building, accountability, country-specific documentation, agency-specific documentation, and evaluation guidances. The full list of documentation reviewed is included in Annex 7 Bibliography.

Online humanitarian assistance worker survey. Although not employed due to COVID-19, the team had developed an online survey for humanitarian assistance workers in the four case study countries as well as globally. It was proposed to survey broadly across the IASC, HCTs, donors, cluster leads, I/NGOs, and government representatives. The focus was on the relevance, effectiveness, and coordination evaluation questions. Analysis of survey data was intended to complement information gathered during the document review, interviews, and community-level engagement.

The survey was available in English, Spanish, Bangla, Rohingya and Arabic. Responses were to be consolidated to provide one overall summary of the results in English. The length of the survey will be kept short (taking approximately 20 minutes to respond) with straightforward questions to incentivize a high response rate. Questions will be multiple choice (using Likert-style ratings), followed by comment boxes for respondents to add detail and provide relevant examples. A limited number of open-ended questions will be used to elicit overall feedback and perspectives. All individual survey responses will be kept confidential. Only aggregate results, summaries of open-ended responses, and anonymised quotations will be included in the evaluation report. The approach and survey questions are outlined in detail in Annex 4 even though the survey had to be cancelled due to the COVID-19 pandemic in case there is an opportunity to re-apply these tools at a different time. The material in Annex 4 can serve as a basis for future efforts.

Semi-structured key informant interviews. The evaluation team conducted semi-structured key informant interviews (KIIs) with KIs identified in the initial stakeholder analysis identified for the evaluation. This engaged a range of stakeholders at both global and country-level, including those outlined in the ToR. For the country case studies, a detailed KI stakeholder analysis for the in-country visits was undertaken during the planning stages (Q1-Q2 2020) with the support of the OCHA country offices and the in-country Reference Groups. For the global interviews (Q2 2020), a detailed KI stakeholder analysis and list was developed in consultation with the Advisory Group members for the evaluation.

A master set of interview questions was developed from which questions tailored for each group of stakeholders will be selected. The questions were based on the indicators in the evaluation matrix. The ET conducted KIIs – whether remote or virtual - as part of the four country visits and followed these with further HQ-level interviews to triangulate findings and fill evidence gaps. During the inception phase, the team developed, rigorously reviewed, and piloted key informant interview tools. This approach enabled the team to ensure consistency across case studies and interviews conducted by different team members.

The semi-structured approach brings a number of strengths in terms of allowing the team to cover a desired range of topics relating to the overarching evaluation framework, while at the same time



allowing the emergence of unexpected ideas, good practice, innovations that may not previously have been identified.

Country case studies. The ET conducted a total of four country case studies. Although originally intended to include a field mission in all four case study countries to enhance the community engagement element, the emergence of the COVID-19 pandemic in the midst of the data collection phase forced the switch to a remote case study approach in two of the selected case study countries (Bangladesh and Iraq). A case study country is one in which there is in-depth document review and a wide range of stakeholder KIIs. This was similar in all of the case study countries. In Nigeria and Colombia, it was also possible to carry out community engagement visits as part of the field mission while in Bangladesh and Iraq, the voices of affected populations themselves needed to be abstracted from existing evaluations and reviews (both inter-agency and agency specific).

In all cases, two members of the ET discussed the ToR for the evaluation with a country focal point, agreed a draft agenda and identified key stakeholders for interviews to ensure that the available time of the evaluators can be used as effectively and efficiently as possible as per the country case study planning document. Lessons from the first country visit in Nigeria were used to refine methods and tools for subsequent visits. Each field-based country case study (even the ones shifted to remote approaches due to COVID-19) followed the sequence in Box below.

#### **Box: Country process**

Preparation for the country visit will include carrying out a preliminary **desk review**, which will focus on gathering evidence against the evaluation matrix to be explored in greater depth in-country. The team will agree an itinerary that includes meetings with key stakeholders, field visits and community engagement prior to arrival.

Each visit will start with a brief **kick-off meeting** in country with evaluation stakeholders to orientate the team to the national context, provide background on the evaluation approach, methods, and tools, and to enable an initial exploration of key issues.

A series of **semi-structured interviews** with key in-country informants both at national and field level will follow, together with visits to location sites and **FGDs** with affected populations.

Towards the end of each country visit, a **feedback workshop** will be held with the HCT and the OCHA evaluation management team (remotely) to present and discuss preliminary findings, fill gaps in evidence, check the validity of the findings, promote learning, and to foster ownership.

Following the visit, the team will produce a **case study brief** of approximately 10 pages. The briefs will feed into the cross-country case study analysis and the evaluation report.

Community engagement. For the Colombia and Nigeria country case studies that included field missions, the ET conducted gender and age specific Focus Group Discussions (FGDs) with community members at sub-national level in order to gather data for the evaluation. The ET developed a methodology and used this consistently in each of the country visits (where this is possible). All questions were translated into the local language of FGD participants. It was important for the ET to work closely with OCHA and the country-based Advisory Board in the early stages of field visit planning to do as much as possible to ensure that community-level visits are feasible, relevant, and useful.

During project site visits and community engagement, the ET worked with OCHA colleagues (or designated focal points) and in-country reference groups to determine on a case-by-case basis what is required in terms of UN or OCHA support to the team to meet security, access, and/or translation (if necessary) requirements. The benefit of this approach is that OCHA staff had knowledge of the local context and projects but were not linked to implementation so this will retain the independence of the evaluation.

The Box below provides a short description of the complementary tools that the evaluation team will use to engage with communities.

**Box: Data collection tools – community engagement approach**

The project team will use three complementary data collection tools during community consultations.

**1. FGDs**

In advance of visits to country location sites the team will work with the OCHA country office to determine the exact nature of FGDs given the various country contexts.

**2. Individual stories**

If team members are able to identify individuals with a particularly illustrative story, they will seek to do a short interview to obtain further details for ensuring rich case study narrative. The approach will ensure the participation of women and men as well as key vulnerable groups in order to understand the different views of key constituents. These stories will be written up as vignettes for inclusion in country case study reports and, if relevant, in the synthesis report.

**3. Observation**

During country location site visits, team members will look out for indications of the quality of programme implementation such as gender sensitivity (for example, gender-segregated toilets in a WASH programme), protection measures (such as lighting in communal areas, including toilets), or the level of use of services (numbers using water points, situation of water points, numbers using health services, etc.). The provision of services can serve as a proxy indicator for the degree of consultation that has been carried out and can be assessed through observations. For example, the lack of inclusion of sexual and reproductive health services are often an indicator that women and girls have not been sufficiently consulted in the design of the humanitarian response. Similar proxy assessments of consultation can be guided by existing international standards such as the Minim Initial Service Package (MISP) for reproductive health.<sup>22</sup> These observations will complement/validate the information gained through the other community engagement tools.

Desk Review Country Cases – Six additional humanitarian responses in Chad, Myanmar, Palestine, Pakistan, Somalia, and Yemen were selected for additional focused desk review. These Desk-based reviews included reviewing 10-12 pieces of documentation from the selected period (mostly HNOs, HRPs, and available gender evaluations or reports) and supplemented by an additional KII with a gender expert. The desk review cases were intended to supplement findings and observations from the country case studies for triangulation regarding GEEWG considerations within the responses and to provide a broader assessment of patterns across more responses.

<sup>22</sup> MB: <https://www.unfpa.org/resources/what-minimum-initial-service-package>

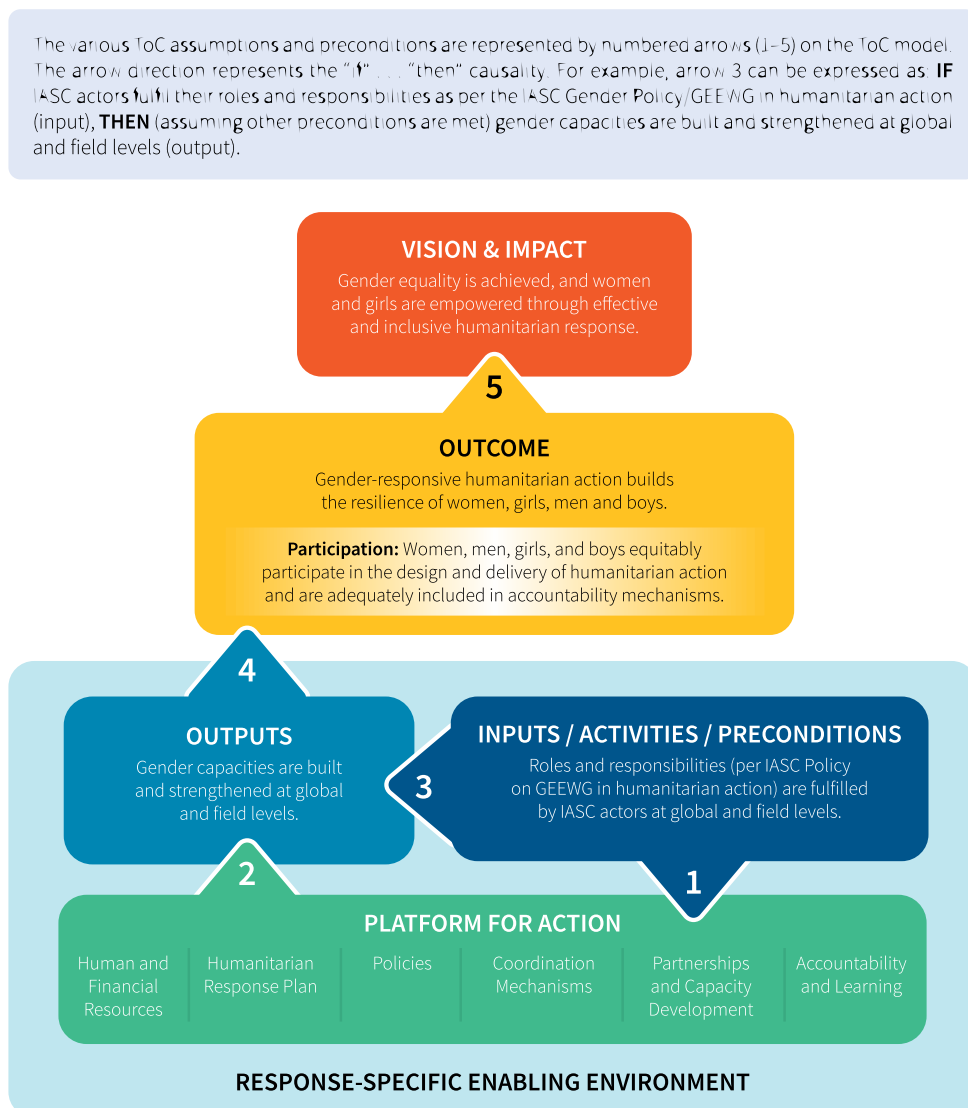
## Annex 3: ToC and Analytical Framework

### Theory of Change

As required by the ToR,<sup>23</sup> the evaluation reconstructed the ToC using as a framework and starting point relevant policy documents, in particular the IASC Policy on Gender Equality and the Empowerment of Women and Girls. The reconstructed ToC serves to guide the analytical framework for the evaluation and is presented below.<sup>24</sup>

### Reconstructed Theory of Change<sup>25</sup>

The various ToC assumptions and preconditions are represented by numbered arrows (1-5) on the ToC model. The arrow direction represents the ‘if’ . . . ‘then’ causality. For example, arrow 3 can be expressed as: **IF** IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy/GEEWG in humanitarian action (input), **THEN** (assuming other preconditions are met) gender capacities are built and strengthened at global and field levels (output).



<sup>23</sup> Paragraph 21.

<sup>24</sup> Refer para. 21. As stated in the ToR, the evaluation would not specifically assess progress against stated objectives in a specific policy or accountability framework.

<sup>25</sup> Developed by the evaluation team during September/October 2019.

Recognising that focusing on all aspects of the ToC equally would not be feasible for this evaluation, the scope and focus are primarily orientated toward inputs, processes, and mechanisms that are believed to lead to improved results in regards to gender equality and empowerment of women and girls.

For sensemaking purposes: The ToC is supported by the 'normative framework for gender equality', which comprises International and National Law, UN Security Council Resolutions (1325 on Women Peace and Security, and 1888 on sexual violence in conflict) and humanitarian principles of humanity, impartiality, independence and neutrality. This together with the IASC Policy on GEEWG and other relevant IASC tools and guidance material are believed to contribute to a common understanding of GEEWG. The ToC anticipates that three sets of interlinked interventions – outputs, inputs, and the platform for action (mechanisms) form the 'enabling environment' in which the outcome can be assured. The 'platform for action' comprises key inputs consisting of: human and financial resources; Humanitarian Response Plans; relevant GEEWG policies; coordination mechanisms; partnerships and capacity development, and accountability and learning.<sup>26</sup> The ToC anticipates that the output 'gender capacities are built and strengthened at global and field levels', contributes to ensuring that the outcome, 'Gender-responsive humanitarian action builds the resilience of women, girls, men and boys' will lead to 'the empowerment of women and girls and gender equality' (the impact).<sup>27</sup>

The following section narrates (and illustrates) through the various ToC levels and associated assumptions/preconditions (**expressed as A1-A11**) how the ToC aligns to the evaluation focus areas, scope, and questions. This narration is summarily illustrated in the analytical framework (Section 3.3). The ET acknowledges that social norms and gender roles and relations are key contextual factors determining to what extent gender equitable humanitarian action is effective.

### Inputs and platform for action

The ToC anticipates that the *inputs/activities/preconditions* along with the *platform for action* collectively contribute to the outputs identified in 3.2.2 below. The inputs comprise the roles and responsibilities of IASC actors as per the IASC Gender Policy.

The platform for action consists of human and financial resources; Humanitarian Response Plans; relevant GEEWG policies; coordination mechanisms; and partnerships and capacity development.

Within the platform for action, effective *leadership* supporting GEEWG integration and application is a minimum condition for the all the enabling elements (shown in boxes) to be established and work effectively - inputs: roles and responsibilities, particularly at the senior level; and capacity building that is dependent upon and inclusive of managers and leaders at different levels.<sup>28</sup> In addition, the evaluation will explore the extent to which the IASC has the capacity and commitment among its membership to fulfil its commitments to GEEWG in humanitarian action including who are the highest level are ensuring that the commitments of the Gender Policy are fully factors into the strategic priorities of the IASC?

For example, with reference to the IASC Policy on GEEWG and in line with its accountability framework, the IASC Principals have primary responsibility for Policy implementation vis-à-vis the IASC working group, HCs, and the Emergency Directors Group (EDG). The EDGs are accountable for the implementation of the policy by the global clusters, which guide clusters at the country level. Similarly, HCs ensure implementation through Humanitarian Country Teams and Cluster Leads.

Thus, IASC actors fulfilling their roles and responsibilities as per the IASC Gender Policy/GEEWG in humanitarian action (input) in conjunction with the platform for action will lead to gender capacities being built and strengthened at global and field levels (output). If the IASC is relying solely on a single

<sup>26</sup> Accountability and Learning here refers to all existing processes and mechanisms for monitoring, reporting, and learning on GiHA (including those specified in the IASC Gender Policy's Accountability Framework and beyond - e.g., lessons learning exercises, audits, good practices gathering and analysis, evaluations, etc.).

<sup>27</sup> Resilience is a complex concept, used here to encompass a wide range of capacities - including the agency to act in the pursuit of GEEWG.

<sup>28</sup> Since this is an IASC evaluation focusing on IASC members, effective leadership is focusing on the leadership in IASC members located within a response - and the accompanying humanitarian country team as relevant

actor or group to drive the work on gender, then GEEWG integration may not be sustainable. In addition, it will be important to explore the extent to which the global level IASC actors and the field level strata share common understandings pertaining to IASC gender commitments, policy standards, and respective roles and responsibilities. The assumptions and preconditions for the inputs and platform for action are detailed in the analytical framework. In testing/validating these assumptions:

The evaluation will explore how consistently and coherently existing system-wide policies, programme guidance and tools on gender implemented among IASC members are applied through a gender responsive programming lens by examining the extent to which:

- A1 - IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy, thus contributing to ensuring coherent gender responsive programming and capacity building.
- A2 - Humanitarian programmes are aligned to the existing policies and tools on gender equality and the empowerment of women and girls; and for example, the way in which the approach is: promoted in capacity building activities; coherent within and between HRPs i.e. across sectors and between countries and crises respectively; and through the mapping exercise (Section 4.1.2) by determining how gender equality is defined and acted upon in various entities' policies and guidance material.
- Further, it will be important to determine to what extent the official resources and policy documents of the IASC – HC guidelines, CERF guidelines, and so forth – are up to date and fit for purpose for IASC's gender commitments and latest policy.

The evaluation will also explore how effective existing IASC-promoted efforts are in strengthening gender equality and the empowerment of women and girls in humanitarian programming by examining the extent to which:

- A3 - IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy (thus contributing to ensuring both effective capacity building and gender responsive programming).

The evaluation will also explore to what extent efforts by IASC members and leadership such as HC, HCT, cluster leads and coordinator, and Heads of Agencies to strengthen gender equality and the empowerment of women and girls in humanitarian programming are coordinated by examining the extent to which:

- A4 - IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy, thus contributing to ensuring coordinated and complementary gender responsive humanitarian programming.
- A5 - IASC members undertake coordinated and complementary gender responsive humanitarian programming.

## Outputs

The ToC anticipates that the output gender capacities built and strengthened at global and field levels will lead to gender-responsive humanitarian action that builds the resilience of women, girls, men and boys of different age and diverse background (outcome).

The evaluation will explore, through a capacity building lens, how consistently and coherently existing system-wide policies, program guidance and tools on gender (such as the gender handbook) implemented among IASC members are applied by examining the extent to which:

- A6 - IASC members consistently use existing system-wide policies, programme guidance and tools on gender to build capacity and implement response.

The evaluation will also explore how effective existing IASC-promoted efforts are in strengthening gender equality and the empowerment of women and girls in humanitarian programming through a capacity building lens by examining the extent to which existing:

- A7 - Policies, guidance and tools are orientated to ensuring capacities to address gender equality and the empowerment of women and girls are built – including capacities of leaders.
- A8 - Processes and structures (platform for action) are orientated to ensuring capacities on

gender equality and the empowerment of women and girls are built.

## Outcomes

The ToC anticipates that the outcome 'Gender-responsive humanitarian action builds the resilience of women, girls, men and boys' will contribute to 'the empowerment<sup>29</sup> of women and girls and gender equality' (impact).

The evaluation will explore to what extent humanitarian responses are build the resilience of women and men of different age and diverse background through lenses of equitable participation, accountability, and gender-responsive programming by examining the:

- A9 - Conditions (programming) [that] exist for women and men of different age and diverse background as relevant to the context to participate in the design and delivery of humanitarian responses, and the specific and explicit consideration of women's participation and their influence in decision-making.
- A10 - Women and men of different age and diverse background have equitable access to, benefit equally from, and meaningfully participate in the accountability mechanisms in place.
- A11 - Collective capacities on gender and the social and gender norms of staff contribute to ensuring that responses build the resilience and capacities of all relevant groups among the affected populations.

The evaluation will seek to determine whether these ToC assumptions/preconditions (and others that emerge inductively through the evaluation) are valid and explore the causal links that exist. An important aspect of this will be examining the approaches used to ensure accountability to communities beyond the purposes of raising concerns and complaints (e.g., evidence of feedback prompting adaptation).

Emphasis will be placed on the means by which the IASC members and coordination mechanisms, work in a coherent manner to identify needs, develop proposals and put in place efficient mechanisms to efficiently build and strengthen gender capacities at global and field levels.

## Cross-cutting issues

Explicit links between GEEWG and: International and National Law; UN Security Council Resolutions (1325 and 1888); and humanitarian principles of humanity, impartiality, independence, and neutrality have been included in the ToC, analytical framework, and relevant parts of the evaluation matrix.

The following section illustrates how the ToC feeds into the analytical framework – confirming the organisation and logic of the evaluation. It does this by making the clear connection between the ToC elements (inputs, outputs, and outcomes; assumptions and pre-conditions) and evaluation focus areas, scope, questions, and criteria.

## Analytical framework

The analytical framework (Figure 4) draws on the IASC Policy on Gender Equality and the Empowerment of Women and Girls and the Theory of Change,<sup>30</sup> taking into account the literature review in Section 2 of this report.

Based on the ToC, the analytical framework presents the key assumptions and preconditions necessary for (1) *gender-responsive programming*, (2) *capacity-building* and the (3) *participation* of women and girls in the design and delivery of humanitarian programmes, as well as their adequate inclusion in accountability mechanisms i.e. the evaluation scope and focus areas.

<sup>29</sup> Empowerment contains many potential conceptualizations. For the purposes of this process, empowerment entails promoting rights, needs, and agency of women and girls. For example, putting cash assistance in the hands of women has been recognized as having an empowering potential (UN Women 2018) Setting the Stage: What We Know (and Don't know) about the effects of cash-based gender interventions on Gender Outcomes in Humanitarian settings.

<sup>30</sup> Refer ToR para. 21.

The analytical framework presents the logic structure of the evaluation by illustrating the systematic approach to the evaluation across all relevant dimensions of the ToC, the evaluation focus areas, scope and questions, and the evaluation criteria.<sup>31</sup> This makes clear the organisation of the evaluation, and the relationship of the ToC to the selected OECD-DAC criteria.

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<sup>31</sup> Evaluation criteria were selected following discussions undertaken in the IAHE Steering Group, Management Group, and scoping interviews in preparation for the evaluation.

**Analytical framework for the evaluation**

ToC Level	A <sup>32</sup>	Key ToC assumptions and preconditions	ToC Node		Evaluation Questions	Focus Areas	Criteria
Outcome	9	Conditions (programming) exist for women, girls, men, and boys to participate in the design and delivery of humanitarian responses and specific and explicit consideration of women’s participation and their influence in decision-making	5		EQ1: To what extent do humanitarian responses build the capacities and resilience of women, girls, men, and boys?	Participation	RELEVANCE
	10	Women and men of different age and diverse background have access to, benefit equally from, and meaningfully participate in the accountability mechanisms in place	5			Participation	
	11	Existing and developing capacities on gender (collective, organizational, individual) contribute to ensuring responses are tailored to the needs, capacities, and vulnerabilities of all	4			Gender responsive programming	
Input and Platform for Action	1	IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy (thus contributing to ensuring coherent gender responsive programming and capacity building)	1	3	EQ2: How consistently are existing system-wide policies, program guidance and tools on gender implemented among IASC members?	Gender responsive programming	COHERENCE
Output	6	IASC members consistently use existing system-wide policies, program guidance and tools on gender to build capacity and implement response	2			Capacity Building	
Input and Platform for Action	2	Humanitarian programmes are aligned to the existing policies and tools on gender equality and the empowerment of women and girls	2			Gender responsive programming	
Input and Platform for Action	3	IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy (thus contributing to ensuring effective capacity building and gender responsive programming)	1	3	EQ3: How effective are existing IASC-promoted efforts to strengthen gender equality and the empowerment of women and girls in humanitarian programming?	Gender responsive programming	EFFECTIVENESS
Output	7	Existing policies, guidance and tools are orientated to ensuring capacities on gender equality and the empowerment of women and girls are built	2			Capacity Building	
Output	8	Existing processes and structures (ToC Platform for Action) are orientated to ensuring capacities on gender equality and the empowerment of women and girls are built	2			Capacity Building	
Input and Platform for Action	4	IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy (thus contributing to ensuring coordinated and complementary humanitarian programming)	1	3	EQ4: To what extent are efforts by IASC members to strengthen gender equality and the empowerment of women and girls in humanitarian programming coordinated?	Gender responsive programming	COORDINATION
Input and Platform for Action	5	IASC members undertake coordinated and complementary gender responsive humanitarian programming	1			Gender responsive programming	
Normative Framework for gender equality	-	Humanitarian actors fully comply with humanitarian policies, frameworks and legally binding documents related to GEEWG and women’s rights	Overarching				

<sup>32</sup> Assumption/precondition code as per Section 3.2.



The analytical framework facilitates and articulates a clear line of questioning for the evaluation and for the country case studies and provides a strategic overview of how the evaluation findings will be coded.

The evaluation will examine these focus areas under four evaluation questions which are indicated in the analytical framework: outcome (EQ1); outputs (EQs 2 & 3); and inputs (EQ4) as follows:

- EQ1: To what extent do humanitarian responses build the capacities and resilience of women, girls, men, and boys?<sup>1</sup>
- EQ2: How consistently are existing system-wide policies, program guidance and tools on gender implemented among IASC members?
- EQ3: How effective are existing IASC-promoted efforts to strengthen gender equality and the empowerment of women and girls in humanitarian programming?
- EQ4: To what extent are efforts by IASC members to strengthen gender equality and the empowerment of women and girls in humanitarian programming coordinated?

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<sup>1</sup> EQ 1 here has been reformulated from the original question in the ToR (which was “To what extent are humanitarian responses tailored to the needs and vulnerabilities of women and girls?”) to better reflect anticipated vision and impact.

## Annex 4: Interview Guides

### 4.1 Key Informant Interview Guide

#### 1. Guiding principles for Key Informant discussions

This section lays out the principles that will guide the evaluation team in its selection of Key Informant (KI) participants and its conduct of the KI interviews.

##### 1.1 Selection of KI interview participants

The evaluation team will conduct KIIs with participants selected for their first-hand knowledge about GEEWG. The interviews are semi-structured, relying on the list of questions below. However, a conversational flow should be encouraged, and the interviewer should probe with additional questions as required.

##### 1.2 General guidelines for conduct of KIIs

*Establish rapport.* Begin with an explanation of the purpose of the interview, the intended uses of the information and assurances of confidentiality (See introduction below). Except when interviewing technical experts, questioners should avoid jargon.

*Phrase questions carefully* to elicit detailed information. Avoid questions that can be answered by a simple yes or no. For example, questions such as “Please tell me about the vaccination campaign?” are better than “Do you know about the vaccination campaign?”

*Use probing techniques.* Encourage informants to detail the basis for their conclusions and recommendations. For example, an informant’s comment, such as “The gender program has really changed things around here,” can be probed for more details, such as “What changes have you noticed?” “Who seems to have benefitted most?” “Can you give me some specific examples?”

*Maintain a neutral attitude.* Interviewers should be sympathetic listeners and avoid giving the impression of having strong views on the subject under discussion. Neutrality is essential because some informants, trying to be polite, will say what they think the interviewer wants to hear.

*Minimize translation difficulties.* Sometimes it is necessary to use a translator, which can change the dynamics and add difficulties. For example, differences in status between the translator and informant may inhibit the conversation. Often information is lost during translation. Difficulties can be minimized by using translators who are not known to the informants, briefing translators on the purposes of the study to reduce misunderstandings, and having translators repeat the informant’s comments verbatim.

*Collect Additional Documentation.* During the interview, the Key informant may refer to documentation. Ask for copies preferably in digital form, but if unavailable then hard copy. This can help fill in any gaps and add to the existing documentation.

*Thank the key informant.* Thank the key informant for the time given to the interview and the information provided. Suggest that if acceptable, you may need to contact them again to confirm statements or to seek more information.

#### 2.0 Ethical and Safety Considerations

Conducting work of this nature requires high ethical standards to ensure that expectations are not raised, confidentiality is maintained, and respondents are treated with dignity and respect, and are never forced to participate or encouraged to speak about subjects that may be traumatising or may put them at risk. This entails:

- **Dignity & Respect:** Key Informants understand the purpose of the exercise, the types and intended use of the data that are going to be collected. They are reassured that there will be no repercussions should they choose not to participate.
- **Confidentiality:** Key Informants are aware that any reference will be generic to make it impossible to trace information to its individual source. However, the information provided during the interview will be recorded and used for the purpose of the evaluation.
- **Safety:** Location and timing are crucial. Discussion is held in a private, non-threatening, and easily accessible and safe place, and at a time that is appropriate to the key informant needs and schedule.

### 3.0 Key Informant Interview Questions

#### Introduction

*My name is [...] and I/we am/are here to conduct a key informant interview in the context of the Inter-Agency Humanitarian Evaluation on Gender Equality and the Empowerment of Women and Girls (IAHE GEEWG). You have been asked for an interview because your role in this context is important for understanding these dynamics and will be important for this data gathering exercise. During this time together we/I would like to hear your views, experiences, and opinions about the humanitarian response in [...].*

*Participation is voluntary and you are free to interrupt at any time, or to skip any question you may not want to respond to. There are no wrong or right responses. Your views will contribute to evaluate whether humanitarian programmes and services are tailored to meet needs, capacities, and concerns of the affected population. The information gathered will be shared in general terms, and no reference will be made to you specifically.*

*With your permission, we/I will be taking notes for the purpose of the evaluation. Your inputs will be used to inform the findings of the evaluation.*

*The interview should take a maximum of one hour. Do I/we have your permission to begin, please?*

Please ensure that for every Key Informant Discussion the following are recorded in your notes

Location:

Name of Interviewer:

Name of KI:

Organisation:

Position/Job Title:

Date:

Evaluation question	Sub-question	Interview question
<b>RELEVANCE</b>		
<b>EQ1: To what extent are humanitarian responses tailored to the needs, capacities, and vulnerabilities of women, girls, men, and boys?</b>	1.1 To what extent do women, girls, men, and boys participate in the design and delivery of humanitarian responses?	<p>111. In your experience, what are the main opportunities and challenges that relate to engaging diverse population groups (women, men, girls, boys, persons with disabilities, older people, etc.) in the design and delivery of humanitarian assistance throughout the Humanitarian Programme Cycle?</p> <p>112. Can you cite an example of a humanitarian intervention that was tailored or defined by what affected people really wanted and needed?</p> <p>113. Given the imperatives of scale, speed, and efficiency how realistic or possible is it to engage women, girls, men and boys in the design and delivery of humanitarian responses?</p>
	1.2 To what extent do women, girls, men, and boys have access to and benefit from accountability mechanisms?	<p>121. When designing and delivering assistance, how often is the satisfaction of assisted women, men, girls, boys, persons with disabilities, older people, etc. considered and accounted for?</p> <p>122. In your view, how adaptive (i.e. capacity to respond effectively to changes and uncertainties) and responsive to different population groups' feedback is humanitarian assistance?</p> <p>123. How much learning in relation to accountability mechanisms is actually taking place and applied?</p> <p>124. What factors enable and hinder learning?</p>
	1.3 To what extent are different means to foster participation effective?	<p>131. What types of mechanisms are used to foster participation of vulnerable groups?</p> <p>132. Which mechanisms are the most effective for fostering participation?</p>
	1.4 How do capacities on gender (collective, organizational, individual) contribute to ensuring responses are tailored to the needs, capacities, and vulnerabilities of all?	<p>141. Do you think IASC members' understanding of the types of needs and capacities of the different population groups in humanitarian interventions is sufficiently comprehensive?</p> <p>142. Which groups do you think are more at risk of being excluded from the picture of needs?</p> <p>143. In the design and delivery of humanitarian response, how consistently do you feel specific gender expertise (for e.g. GenCap, Gender specialist, etc.) and specific gender tools like SADD and gender analysis being used?</p> <p>144. In your experience, to what extent has humanitarian action been able to meet (or fallen short of</p>

		meeting) the needs; and promote the capacities of specific groups such as women, older people, and people with disability?
<b>COHERENCE</b>		
<b>EQ2: How consistently are existing system-wide policies, program guidance and tools on gender implemented among IASC members?</b>	2.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) fulfilled by IASC actors?	211. To what extent do you feel IASC actors fulfil their roles and responsibilities as per the IASC Gender Policy?  212. What measures are you aware of that have been undertaken to disseminate and promote existing system wide policies, guidance, and tools in-country?
	2.2 To what extent is humanitarian leadership at both global and country levels contributing to a coherent and consistent approach to GEEWG in humanitarian response?	221. In your views, how has the in-country humanitarian leadership contributed to the GEEWG approach in this response?  222. What are some of the key challenges in leadership that inhibit coherent and consistent GEEWG application in the response?  223. How have you seen humanitarian leadership commitment to GEEWG evolving over the past three years?
	2.3 To what extent have existing system-wide policies, program guidance and tools on gender been consistently used to build the capacity of the IASC members to respond?	231. In your view, to what extent are system-wide policies, guidance and tools referenced or used at country level? Can you provide some examples?  232. Have member trainings and/or interagency training referred to or used/incorporated the system wide policies, programme guidance and tools consistently?  233. Can you think of any factors that inhibit/constrain or facilitate the use of policies, guidance, and tools in IASC member capacity development?  234. Do you perceive any increase in IASC member capacity to respond to emergencies in a gender responsive way since humanitarian reform was undertaken?
	2.4 To what extent are humanitarian programmes aligned to existing policies and tools on gender equality and the empowerment of women and girls?	241. In your experience, what efforts are made to align humanitarian response to existing policies, guidelines, and tools on gender?  242. How have IASC members/organisations shown commitment to GEEWG at senior level, for e.g. during decision-making and strategic planning?  243. To what extent do you feel IASC members/organisations have incorporated GEEWG commitments in their systems and processes.
<b>EFFECTIVENESS</b>		
<b>EQ3: How effective are existing IASC-promoted efforts to strengthen gender equality and the empowerment of</b>	3.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) fulfilled by IASC actors?	311. Do you feel that humanitarian profiles in-country, including those at leadership level, are conducive to gender-responsive programming (e.g. diverse enough to avoid gender bias, sexism, racism)?

<b>women and girls in humanitarian programming?</b>		<p>312. To what extent are GEEWG results included in inter-agency strategic and programme documents?</p> <p>313. Do you know the extent to which performance reviews incorporate GEEWG results?</p>
	<p>3.2 To what extent have the existing policies, guidance and tools been effective in ensuring capacities on gender equality and the empowerment of women and girls are built?</p>	<p>321. Which policies, guidance, and tools on GEEWG do you think are particularly effective in ensuring capacities on gender equality and the empowerment of women and girls are built? Why?</p> <p>322. What factors do you feel enable or hinder the effectiveness of policies, guidance, and tools in ensuring capacities on gender equality and the empowerment of women and girls are built?</p>
	<p>3.3 To what extent have the existing processes and structures (ToC Platform for Action) been effective in ensuring capacities on gender equality and the empowerment of women and girls are built?</p>	<p>331. Which processes and structures in-country on GEEWG are you aware of that have been particularly effective in ensuring capacities on gender equality and the empowerment of women and girls?</p> <p>332. Do you think GEEWG understanding and implementation has kept pace with the changing requirements of the operating environment?</p> <p>333. How adaptive and flexible are existing GEEWG processes and structures to the changing needs of diverse population needs?</p> <p>334. How consistently and effectively is gender mainstreamed across clusters/sectors/working groups at country levels?</p>
	<p>3.4 To what extent is wrought to advance gender equality adequately resourced through funding and staffing?</p>	<p>341. To what extent do you see the work on advancing gender equality adequately resourced? (funding and staffing)</p> <p>342. Where are the key limitations for resourcing?</p> <p>343. How have staffing and resourcing evolved for GEEWG over the past three years?</p>
	<p>3.5 To what extent are IASC efforts contributing to making humanitarian programmes gender-responsive?</p>	<p>351. To what extent are IASC efforts contributing to making humanitarian programmes gender-responsive?</p> <p>352. How have IASC efforts evolved over the past three years to gender responsive humanitarian programmes?</p>
<b>COORDINATION</b>		
<b>EQ4: To what extent are efforts by IASC members to strengthen gender equality and the empowerment of women and girls in humanitarian programming coordinated?</b>	<p>4.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) by IASC actors contributing to ensuring coordination and complementarity?</p>	<p>411. What evidence could you point to that illustrates coordination mechanisms (at a country level) are mainstreaming GEEWG into their activities. (InterCluster, group, Clusters, HCT).</p> <p>412. What efforts are you aware of that have been undertaken by IASC actors to champion and promote GEEWG at all levels and among all actors?</p> <p>413. Based on your experience, is the Interagency coordination mechanism for GEEWG well attended and supported by actions of IASC members? Can you give some 'highlight' examples of member participation, whether positive or negative?</p>
	<p>4.2 To what extent is gender responsive humanitarian programming by IASC</p>	<p>421. How well coordinated and complementary do you feel is IASC members' gender responsive humanitarian programming?</p>

	<p>members coordinated and complementary?</p>	<p>422. To what extent have existing coordination structures and processes contributed to a more accurate picture of who needs what, and where?</p> <p>423. What are the key factors that determine which GEEWG needs are addressed and how?</p>
	<p>4.3 To what extent is coordination contributing to gender-responsive humanitarian programming by IASC members?</p>	<p>431. <i>To what extent have you seen the inter-agency coordination contributing to improved gender-responsive humanitarian programming?</i></p> <p>432. What are some of the key challenges you have seen in coordination for gender responsive programming?</p> <p>433. How has coordination for gender responsive programming evolved over the past five years?</p>

## 4.2 Focus Group Discussion Guide

### 1. Guiding principles for focus group discussions

This section lays out the principles that will guide the evaluation team in its selection of FGD participants and its conduct of the FGDs.

#### 1.1 Selection of FGD participants

At each location site, the evaluation team will seek to conduct FGDs with men and women including from marginalized groups. It is not anticipated that the team will engage directly with children under 15 due to the additional challenges associated with this. Older people (generally understood to be those over 60) are often one of the most marginalized groups, often with a disproportionately high number of persons with disabilities. While the team will not have time to conduct separate FGDs for men and women over 60, it will aim to include older individuals in adult FGDs and take note of any recurrent opinions/themes raised by older people within those groups. Depending on the context, other identities as relevant to understand people's experience of the crisis and of the assistance received will also be considered. These may include race, ethnicity, religion, sexual identity and orientation, and status such as IDPs/refugees/host communities, etc.

#### 1.2 General guidelines for conduct of FGDs

- FGDs are '*semi-structured*'; the team will not read the questions as a list but use them as a guide to allow conversation to flow naturally. This is a *discussion*, not an interview, so evaluators need to be flexible and ask questions out of sequence if this aids the flow of the discussion.
- The FGD should be conducted in the language with which people are most comfortable.
- The translator will translate everything that everyone says (even if it is a repetition of other comments).
- Only one person should be running the FGD even if there are other people there translating or taking notes – this should be clear before the FGD starts.
- Evaluation team members and translators should not play the role of sources of information regarding the response, plans for the response, or other programming intended for the region. Should participants ask these types of questions, the team should either refer them to a known contact focal point or they should respond with a question, for example "what has been your experience with xxx so far?"

## 2. Approach and methodology

### 2.1 Logistical considerations

The evaluation team will work with the OCHA Country Office (or any other IASC member's office where OCHA is not present) to identify one or two project sites at sub-national level<sup>2</sup> for field visits. The Country Office hosting the mission will also need to work with the ET and KonTerra's national consultants to organize travel, find a location for conducting the FGDs, provide water/hot drinks and/or snacks if deemed appropriate, and identify FGD participants in advance.<sup>3</sup> For the purpose of transparency and independence, where possible, staff from IASC member Agencies – especially those with direct programming engagement in country - should not be present during the FGDs..

### 2.2 Requirements for the FGDs

- Maximum 10 people of the same demographics (sex, age, and others as relevant as per 1.1 above) per group
- Materials – flip chart paper and coloured pens

<sup>2</sup> The 1-2 project sites will be chosen in consultation with OCHA based on pre-agreed criteria such as, security, access, the number of sectoral activities taking place in a given location (the team aims to visit sites where many different sectoral interventions are taking place).

<sup>3</sup> Generally, FGD participants appreciate the provision of small snacks and drinks. OCHA/the partner should be able to advise whether this is appropriate.



- A quiet, private area where the group is comfortable and other people do not wander in or out or interrupt
- Same polite rules as in a workshop - evaluation staff and translators to turn off mobile phone and give full attention to the group for the duration of the FGD<sup>4</sup>
- The evaluation team and the translators to be fully conversant and comfortable with the FGD questions before the FGD starts.

### 2.3 Conduct of the FGDs

At the **beginning of the FGD**, the evaluation team member and translator should explain:

- Who the ET is (introduce everyone), and appreciate everyone's time – the exercise will take approximately one hour (but plan for 90 minutes; if less than 45-minutes is available, the approach will not be viable and this approach will not be used).
- What the ET is doing and why
- That no one has to participate if they do not want to, and no one has to answer any questions they do not want
- That this exercise will not lead to further assistance but is intended to inform the delivery of any future programming
- That the ET will be taking notes only because the ET wants to remember what people are saying, but everything is anonymous, and peoples' names will not be recorded. The information gathered will all be anonymous and will only go to OCHA or its partners to help them improve their assistance in the future
- Take a picture of any flipcharts used for the purposes of collation between the gender-disaggregated groups and cross-country analysis during the reporting stage of the evaluation.

#### At the end of the FGD:

- Thank people for their time
- Ask if anyone has any questions for us [allow those questions to be answered if even they are questions asking for more services, more help, but do not respond with any promises]
- Once the FGD is finished, ensure that OCHA/or the partner will follow up with any specific issues raised by any individual.

### 2.4 Ethical and Safety Considerations

Conducting work of this nature requires high ethical standards to ensure that expectations are not raised, confidentiality is maintained, and respondents are treated with dignity and respect, and are never forced to participate or encouraged to speak about subjects that may be traumatising or may put them at risk. This entails:

- **Dignity & Respect:** Participants understand the purpose of the exercise, the types and intended use of the data that are going to be collected. They are reassured that there will be no repercussions should they choose not to participate.
- **Confidentiality:** Participants are aware that their names will not be recorded, any reference will be generic to make it impossible to trace information to its individual source. However, the information provided during the group discussion will be recorded and used for the purpose of the evaluation.
- **Safety:** Location and timing are crucial. Discussion is held in a private, non-threatening, and easily accessible and safe place, and at a time that is appropriate to the participants needs and schedule. Due consideration is given to any risk that may arise from participating in the data collection exercise, if any, and measures taken accordingly.

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<sup>4</sup> Note that these rules apply to the evaluation team and the translators, NOT to the participants. An FGD is not a workshop and we treat FGD participants with respect as community members who are freely giving their time to talk with us, not as staff members.

- Children – Child Protection in Emergencies (CPIE) Minimum Standards and other ethical guidelines strongly dissuade interviewing younger children unless there is no other way that particular information can be obtained due to the very high risk of doing harm. Therefore, the evaluation team will ensure that boys and girls participating in the FGDs are aged 15 or over.
- What if recent or ongoing abuse is reported during the FGD? The Facilitator/Translator should know in advance at what point they would suspend the discussions if issues of abuse or misuse of aid are raised during the discussion – evaluation team members should know how to report these.

All data will be collected following information about the purpose of the evaluation mission. All data collected by the ET will be anonymised for reporting purposes and will not be shared in its raw form in order to reduce any protection risks. Best practice in data protection will be used ensuring that any digital data is protected.

### **Introducing yourself and the Focus Group Discussion:**

*My name is [...] and I/we am/are here to conduct some focus group discussions in the context of the Inter-Agency Humanitarian Evaluation on Gender Equality and the Empowerment of Women and Girls (IAHE GEEWG). You have been identified and selected to participate in this important data gathering exercise. During this time together we/I would like to hear your views, experiences, and opinions about the humanitarian response in [...].*

*Participation is voluntary and you are free to interrupt at any time, or to skip any question you may not want to response. There are no wrong or right responses. Your views will contribute to evaluate whether humanitarian programmes and services are tailored to your needs, capacities, and concerns. The information gathered will be shared in general terms, and no reference will be made to any of you specifically. Personal information that we gather in this discussion, if any, will be treated with the utmost confidentiality, and we/I will not keep records of either your name or address.*

*Pending your permission, we/I will be taking notes (and possibly also some photos) for the purpose of the evaluation. None of this will be directly shared with any of the organizations providing support in country, but all will be used to inform the findings of the evaluation .*

*Do I/we have your permission to begin, please?*

Please ensure that for every Focus group Discussion the following are recorded in your notes:

Your Name (Interviewer):

Location:

Number of participants:

Relevant diversity factors (sex, disability, ethnicity, host vs. IDPs/refugees, age, and so on):

Date and time:

**EQ1: To what extent do humanitarian responses build the capacities and resilience of women, girls, men, and boys?**

- 1.1 *To what extent do women, girls, men, and boys participate in the design and delivery of humanitarian responses?*
1. Have you been asked about the **services and assistance** you needed? And changes over time?
  2. Do you feel you were given adequate opportunities to express your **needs and concerns**? Did other groups (for e.g. women, men, boys, girls, elderly and disabled people, etc.) have the same opportunity?
  3. Do you feel your **needs** have been sufficiently **understood and addressed**? Do you think the same apply to all (for e.g. women, men, boys, girls, elderly and disabled people, etc.)? If not, who is needs do you feel have not been met and why?
  4. Are you satisfied about the level of engagement/interaction?
  5. How would you prefer to be involved in decision-making about issues that affect your life? (through community leaders; through one-to-one discussion; etc.)
- 1.2 *To what extent do women, girls, men, and boys have access to and benefit from accountability mechanisms?*
1. How do you receive **information** about the assistance being provided?
  2. Is information easily **available and accessible**?
  3. What do you do when you have a complaint about the assistance?
  4. Are mechanisms to provide feedback and complaint **accessible**?
  5. Which mechanism to provide feedback or complaints do you prefer? (e.g. face-to-face with aid worker; face-to-face with a community member; suggestions box; phone call; etc.)
  6. What have you complained about? Is there anything you do not feel comfortable complaining about? (protection issues, SGBV) Why?
  7. How do you know whether your feedback or complaint has been addressed?
- 1.3 *How do capacities on gender (collective, organizational, individual) contribute to ensuring responses are tailored to the needs, capacities, and vulnerabilities of all?*
1. What is **useful and not so useful about the assistance** you are receiving? What would you prefer in addition/differently?
  2. Do you think assistance sufficiently responds to the needs of all the affected population?

### 4.3 Global Level Thematic Questions (for Written Response)

#### IAHE GEEWG Interview Guide

#### Summarized Themes

**Background:** Interest is in exploring institutional processes that in turn could potentially influence the operationalization of GEEWG in field level activities of response.

- 1) There appears to have been progress in GEEWG operationalization at the field level since 2017, although many challenges remain. What systemic factors might be contributing to this progress?
- 2) What do you consider as the systemic barriers or challenges that still impede full operationalization of GEEWG in response activities?
- 3) Are there any examples of innovations or adaptations at the level of a response that have been particularly helpful for operationalizing GEEWG in this context?
- 4) Is there a common understanding of what promoting gender in Humanitarian response means? Do the current IASC policy and implementing documents provide adequate guidance to ensure a common understanding?
- 5) How much do you see consistent messaging on GEEWG in humanitarian response from the various actors? What could be done to strengthen consistent messaging at the inter-agency levels?
- 6) What might be other solutions for increasing the consistency of GEEWG promotion in humanitarian response?

Please email to the evaluation team lead: Dr. Terrence Jantzi – [tjantzi@konterragroup.net](mailto:tjantzi@konterragroup.net)

## 4.4 Online Survey (English Version)

*Note: This survey was not employed after the onset of the COVID-19 pandemic.*

### Introduction

The following survey is part of the Inter-Agency Humanitarian Evaluation on Gender Equality and the Empowerment of Women and Girls. A brief on the evaluation can be found by clicking on the following link.

The objective of the survey is to gather humanitarian assistance worker perceptions about how gender responsive and participatory humanitarian assistance is as well as existing capacities and constraints to Gender Equality and the Empowerment of Women and Girls.

The survey is anonymous and should take approximately 20 minutes to complete. The survey should be completed by humanitarian response actors working in any of the four (4) countries selected as case studies.

Please complete the survey only once and answer the questions based on the country in which you are currently working.

**Please ensure that your answers reflect the period 2017 to 2019.**

Thank you for participating in the survey.

### Personal Information

#### 1. What country are you based in?

Bangladesh

Colombia

Iraq

Nigeria

Other, please specify \_\_\_\_\_

#### 2. What type of organisation do you work for?

United Nations

International Non-Governmental Organization

National Non-Governmental Organization

Community-Based Organization

Red Cross/Red Crescent Agency

Other Please Specify \_\_\_\_\_

#### 3. For the purposes of this survey, which would be your primary position?

Humanitarian Country Team Representative

Senior leadership in an organization

Project, Programme, or Unit Manager

Cluster Coordinator/Inter-cluster Working Group

Sectoral Expert (e.g. WASH, Nutrition, Shelter)

Gender Expert

Monitoring and Learning Expert

Other Please Specify \_\_\_\_\_

**4. What is your Gender?**

- Male
- Female
- Other/prefer not to answer

**Survey Questions**

**5. From where you sit in your organization, to what degree is gender expertise available in-country from within your organisation?**

- Gender expertise is very available in-country from within my organisation
- Gender expertise is somewhat available in-country from within my organization
- Gender expertise is not available in-country from within my organization

**6. From where you sit in your organization, has gender expertise been available from an inter-agency level? (e.g. a gender advisor to the Humanitarian Country Team or other inter-agency gender advisor/focal point)?**

- Gender expertise is very available in-country from inter-agency sources
- Gender expertise is somewhat available in-country from inter-agency sources
- Gender expertise is not available in-country from inter-agency sources

**[Comment Box]**

**7. From where you sit in your organization, to what degree have you seen inter-agency gender expertise been used to support the design and delivery of your organization’s humanitarian assistance?**

- Never
- Seldom
- Sometimes
- Often
- Always
- Do not know

**[Comment Box]**

**8. From where you sit in your organization, to what degree have you seen sex and age (and disability) disaggregated data (SADD) been collected and used by Humanitarian Response Partners to inform programmes within this response (design, implementation and monitoring)?**

- Never
- Seldom
- Sometimes
- Often
- Always
- Do not know

**[Comment Box]**

**9. From where you sit in your organization, to what degree have you seen gender analysis used by Humanitarian Response Partners to inform programmes within this response (design, implementation, and monitoring)?**

Never  
Seldom  
Sometimes  
Often  
Always  
Do not know

**[Comment Box]**

**10. From where you sit in your organization, you have seen that Joint (Inter-Agency) needs assessments have ensured active participation of women and men of different age and diverse background.**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box]**

**11. From where you sit in your organization, your organisation's needs assessments have ensured active participation of women and men of different age and diverse background**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box: "If you responded Agree or Strongly agree – please provide an example"]**

**12. From where you sit in your organization, have you seen joint (Inter-Agency) monitoring activities involving separate consultations with women and men of different age and diverse background?**

Never  
Seldom  
Sometimes  
Often  
Always  
Do not know

**[Comment Box]**

**13. From where you sit within your organizations, have you seen your own organization's monitoring activities involve separate consultations with women and men of different age and diverse background?**

- Never
- Seldom
- Sometimes
- Often
- Always
- Do not know

**[Comment Box]**

**14. Have there been joint or coordinated complaints and feedback mechanisms operating in country?**

- Yes
- No
- Do not know

**[Comment Box]**

**15. Have women and men of different ages and diverse backgrounds ALL had access to joint or coordinated complaints and feedback mechanisms?**

- Never
- Seldom
- Sometimes
- Often
- Always
- Do not know

**[Comment Box]**

**16. From where you sit in your organization, have you seen joint (inter-agency) analysis of trends in complaints and feedback mechanisms used to inform joint adjustments to programmes within this response?**

- Never
- Seldom
- Sometimes
- Often
- Always
- Do not know

**[Comment Box]**

**17. From where you sit within your organization, to what extent have you seen Agencies operating within the response considering the satisfaction of assisted affected populations disaggregated by men's views and women's views when designing or monitoring programmes within this response?**

- Never



Seldom  
Sometimes  
Often  
Always  
Do not know

**[Comment Box: “If you responded Often or Always – please provide an example”]**

**18. From where you sit within your organization, to what extent have you observed humanitarian response actors providing feedback on receive complaints disaggregated by gender and age or diverse backgrounds?**

Never  
Seldom  
Sometimes  
Often  
Always  
Do not know

**[Comment Box]**

**19. From where you sit within your organization, do you perceive there to be sufficient staff capacity within your organization to manage accountability mechanisms (consultations and complaints mechanisms with affected populations).**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box]**

**20. From where you sit within your organization, do you perceive there to be sufficient staff capacity at the inter-agency level to manage accountability mechanisms (consultations and complaints mechanisms with affected populations).**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box]**

**21. From where you sit within your organization, there has been sufficient inter-agency staff capacity to manage issues such as Gender Based Violence and Sexual Exploitation and Abuse within this response.**

Strongly disagree

Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box]**

**22. There has been sufficient investment in capacity development on gender by your organisation.**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box]**

**23. There has been sufficient investment in capacity development on gender through Inter-Agency initiatives.**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Do not know

**[Comment Box]**

**24. What form has inter-agency investment in capacity development taken? (please tick as many boxes as relevant)**

Policy Development  
Training  
Guidance  
Tools  
Human Resources- Gender Expertise  
Other Please Specify \_\_\_\_\_

**25. Has there been a dedicated inter-agency country coordination mechanism in place for gender?**

Yes  
No  
Do not Know

**26. The inter-agency country coordination mechanism in place for gender is effective?**

Strongly disagree  
Disagree

Neither agree nor disagree  
 Agree  
 Strongly agree  
 Do not know

**[Comment Box]**

**27. Which of the following policies, guidance, tools, and trainings are you aware of if any? (please tick as many boxes as relevant)**

- IASC Policy on Gender Equality and the Empowerment of Women and Girls in Humanitarian Action, 2017
- IASC Accountability Framework for the Policy on Gender Equality and the Empowerment of Women and Girls in Humanitarian Action, 2017
- IASC Gender Handbook for Humanitarian Action 2017
- IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience, and aiding recovery. 2015
- IASC Gender with Age Marker, 2018
- CARE Rapid Gender Analysis Toolkit
- Gender Equality in Humanitarian Action -eLearning Course
- I Know Gender-Gender Equality in Emergencies- eLearning Course
- None

**[Comment Box: Please list any other policies or guidances that you use for guidance in programming:]**

**28. Rank the following policies, guidance, and tools in order of most used to least used by you. The most used should be numbered one (1) and the least used should be numbered five (5). (Please rank five options)**

- IASC Policy on Gender Equality and the Empowerment of Women and Girls in Humanitarian Action, 2017
- IASC Accountability Framework for the Policy on Gender Equality and the Empowerment of Women and Girls in Humanitarian Action, 2017
- IASC Gender Handbook for Humanitarian Action 2017
- IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience, and aiding recovery. 2015
- IASC Gender with Age Marker, 2018
- CARE Rapid Gender Analysis Toolkit

**[Comment Box]**

**29. From where you sit within your organization, have you perceived there to be an increased capacity among the Humanitarian country team to respond to gender equality and empowerment of women and girls within this response.**

Strongly disagree  
 Disagree  
 Neither agree nor disagree  
 Agree  
 Strongly agree  
 Do not know

**[Comment Box]**

**30. What factors have inhibited progress in gender responsive programming among the Humanitarian Country Team? (Please Select all that apply)**

Lack of expertise and/or understanding

Lack of commitment

Lack of leadership

Lack of policy, guidance, and tools

Lack of funding

Lack of accountability

Lack of security

Lack of time

Other          Please Specify \_\_\_\_\_

**[Comment Box]**

**31. What opportunities have supported progress in gender responsive programming?**

**[Comment Box]**

## Annex 5: Country Selection Criteria and Planning Document

To facilitate the selection of case study countries for the evaluation, the ET was provided with an IAHE GEEWG - Country Case Study Selection Matrix of potential, possible and non-potential countries. This matrix was expanded on to include a rating method enabling further prioritisation that reflected best opportunities for identifying good practice and 'game changer' examples. The selection criteria included:

- type of emergency and associated humanitarian needs
- the presence/absence of a gender advisor in the HC/RC office
- the presence/absence of an HCT/Gender and/or Protection strategy
- the presence/absence of a GBV sub-cluster
- the presence/absence of inter-agency/intersectoral gender working group
- the presence/absence of gender action plan across sector/clusters
- the presence/absence of joint gender assessment
- key priorities e.g. food, protection, WASH

In addition, geographical/economic status was accounted for to ensure a balanced representation of countries across regions. This enabled the team to prepare a shortlist of countries for field visits, which was subsequently agreed with the IAHE MG (see below). OCHA subsequently communicated this list to the Advisory Group before finalising the selection. The country case study selection rationale may be found at Annex 10.

All 'possible' countries from the provided IAHE GEEWG - Country Case Study Selection Matrix were considered. A range of selection criteria<sup>5</sup> was used to identify the countries thus reflecting best opportunities for identifying good practice and 'game changer' examples. The strength/extent of gender analysis per country was considered. One country from each region was selected to ensure a representative global overview. A comprehensive range of types of emergencies was considered to ensure the best possible representative balance alongside available gender analysis and strength of gender structure in each country. Based on this criteria and analysis, a set of 4 countries was selected to represent the totality of issues covered by the evaluation: Nigeria, Bangladesh, Colombia, and Iraq.

### *Range of emergency types and humanitarian priority areas*

As a group, the selected countries cover a broad range of emergency types and humanitarian priority areas. North-east Nigeria is one of the world's largest protection crises. The types of emergencies include conflict; displacement; floods; food crisis; and insecurity. The key priorities in the country include: Food security; Nutrition; Protection; WASH. In Bangladesh, the types of emergencies include displacement, drought, floods, and conflict. The key priorities in the country include: Health; WASH; and Protection. In Colombia, the types of emergencies include conflict, displacement, floods, and insecurity; the key priority in the country is Protection. In Iraq, the types of emergencies include conflict and displacement; key priorities in the country include: Health; Protection; and WASH.

### *Strength of gender structures within country-level humanitarian architecture*

This set of countries also covers a range of scenarios related to how developed the gender structures are within the country-level humanitarian architecture. The gender structure in Nigeria is strong with the following in place: GenCap Advisor; GBV Sub-Cluster; HCT/Gender and/or Protection strategy; Inter-Agency/intersectoral Gender Working Group; Inter-cluster Gender Action Plan; and Joint Gender Assessment. In Bangladesh, the gender structure is strong with the following in place: GenCap Advisor; HCT/Gender and/or Protection strategy; Inter-Agency/intersectoral Gender Working Group; Joint Gender Assessment; and Gender/Cash/GBV study. While the gender structure in Colombia is limited with only the GenCap Advisor and GBV Sub-Cluster in place, options for including an Americas country for geographical representation are limited (Venezuela was previously ruled out

<sup>5</sup> See ToR paras 28, 29, 30, 37.

by the MG). However, the choice of Colombia also provides for a different example of how the humanitarian community often works in the Americas (engagement with more development-orientated organisations) and thus affords a different perspective on coherence, coordination, and effectiveness. In Iraq<sup>6</sup>, the gender structure is not particularly strong – with only a GBV Sub-Cluster in country.

#### *Availability of gender analysis*

The group of countries also represented a rich set of data, with gender analysis being available for all four. Nigeria has good gender analysis available (46% GAM proposals with good gender analysis from INGOs, NNGOs, and UN). Good gender analysis was also available for Bangladesh (65% GAM proposals with good gender analysis, INGOs, NNGOs, and UN). Gender analysis was available for Colombia (mostly in Spanish) and 24% GAM proposals with good gender analysis (mostly INGOs and UN) – importantly here, the evaluation team has two Spanish speaking members. In Iraq, gender analysis is Available (52% GAM proposals with good gender analysis, INGOs, NNGOs, and the UN).

#### *Geographic coverage and security considerations*

This group of countries ensures representation from Africa (Nigeria), Asia (Bangladesh), the Americas (Colombia), and the Middle East and North Africa (Iraq). Security considerations that would negatively affect the evaluation team's ability to engage with affected people have not been considered. A future security analysis may result in the country being de-selected and another being selected in its place. In fast changing contexts across multiple countries, a detailed security analysis can only be undertaken once a country has been selected.

In each of the case study countries, the ET used a consistent approach to determine which affected communities are visited. Due to the nature of the volatile environments that are included among the countries that will be visited, it was anticipated that selection of areas will be largely purposive as issues of security and access will need to be considered. Once locations have been identified, a review will be undertaken to ensure, as much as possible, a sample of Inter-Agency specific sector interventions (e.g. WASH) across the four countries.

The Inter-Agency specific sector interventions will provide the basis for the ET's engagement with communities and will offer a means of identifying the contribution that the interventions have made to the lives of affected people. These discussions will be used to supplement and/or validate key informant interviews and secondary data review.

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<sup>6</sup> Included here at the request of the MG. However, the evaluation team believe that the occupied Palestinian territories represent a more viable proposition accounting for gender structure, data availability and security considerations.

## In-Country Planning Document<sup>7</sup>

### Aims, duration and timing of the country case study visits

Country case study visits are one of a series of data collection and analysis methods the ET will use in the context of this evaluation. The aims of the case study visits are:

- To gain an in-depth and multifaceted understanding of GEEWG in humanitarian action in specific humanitarian contexts.
- To identify challenges and opportunities for strengthening GEEWG in the design and delivery of humanitarian programmes in a variety of operational environments.
- To meaningfully engage with and gather the voices of affected communities on the issues under investigation.
- To allow a cross-case analysis to compare and contrast findings from the various contexts under analysis.
- Each case study will involve a 9-day in-country visit, with the exception of Nigeria, where the duration will be 10 days to allow interaction with the local partner, Girl Effect<sup>8</sup> (see below).

Two-person teams (one man, one woman) will undertake each country visit, with one team member nominated as the visit leader with support from the second team member for conducting interviews and focus group discussions, presenting findings in country and preparing the case study report. The evaluation team members will be supported by in-country staff - IASC members in-country focal point or other to be identified, as well as staff accompanying during focus group discussion with affected populations - to help with beneficiary feedback and contextual understanding. In addition, one or two national consultants will support the team throughout the visits.

It is anticipated that the ET will visit at least two project sites within each case study country, with the exception of Nigeria, in which the engagement with Girl Effect and the use of the Technology Enabled Girl Ambassadors programme will allow broader coverage.

Below is a sample schedule for the country visits, with Nigeria benefiting from one additional day.

EXAMPLE SCHEDULE FOR CASE STUDY FIELD VISIT – IAHE GEEWG <sup>9</sup>							
Time	DAY 1	DAY 2	DAY 3-5	DAY 6	Day 7	DAY 8	DAY 9 (-10 Nigeria only)
9:00-11:00	Security briefing. kick-off meeting in country and management of KII process	Semi-structured interviews with KIs	Visit project sites, KIIs and FGDs	Preliminary data consolidation, analysis, and workshop preparation.  Additional fieldwork and stakeholders' consultation if possible.  Planning and design of dissemination/feedback workshop options with National Evaluators.	Day 7	Additional semi-structured interviews with KIs	Additional semi-structured interviews with KIs and/or data/document collection
11:00-12:30	Briefing and context analysis						
13:30-15:00	Semi-structured interviews with key informants					Feedback workshop <sup>10</sup>	Final de-briefing session
15:15-16:30							

<sup>7</sup> **Note:** The following documentation was shared with each of the country focal points prior to the visit – language kept intact as presented to the countries.

<sup>8</sup> <https://www.girleffect.org/what-we-do/mobile-platforms/tega/>

<sup>9</sup> The schedule is meant to serve as a guide for planning case study visits and will be adjusted depending on the needs in each context.

<sup>10</sup> In general, the idea would be to target the feedback workshop to a wide audience of relevant stakeholders in-country, while the final debriefing session can be devoted only to in-country focal points and advisory group members. However, depending on the context, the two can be combined in one final all stakeholders debriefing.

17:00	Evaluation Team internal de-briefing		
<p><b>NOTES on the role of the National Evaluators:</b></p>	<p>The team will establish contact with National Evaluators in advance of field work and will engage them in orientation in advance of the field mission.</p> <p>It is normal for the team to meet up with the National Evaluators the night before, or in the morning before the initial security briefing – which the NEs would also participate in.</p>	<p>Depending on the detailed agenda developed for each country, the case study team of two international and two national evaluators will split up to cover more ground as is practical and appropriate given language and context requirements.</p> <p>Generally speaking, for data collection activities, they will operate as two teams of two. Logistics may dictate that they all travel as a group to particular sites, but at a particular site they would run parallel discussions and interviews to the extent possible.</p> <p>During Day 6 and 7, the NEs will participate in data consolidation, analysis, and workshop prep. – but may also undertake additional interviews and data collection if the opportunity arises. There is a lot of flexibility in how the National Evaluators might be best used.</p>	<p>National Evaluators are expected to participate fully in workshops, de-briefings, and to some extent, follow-up interviewing.</p>

**Overall support requirements**

As per the IR, a member of OCHA’s Strategy, Planning, Evaluation and Guidance Section will facilitate stakeholders’ engagement and case study visits. This ideally will involve agreement on dates; identification of an in-country focal point for the ET to liaise with during preparation, in-country interviews/meetings, and follow-up activities; and any other support needed during and after the visits. The relevant OCHA Country Offices (or other IASC members’ offices where OCHA is not present) will play an important facilitation role during both preparation and in-country visits. Key activities include:

**Pre-visit/preparation**

1. Advance collection of relevant documents for the period 2017-2019 including, if available:
  - a. HNOs,
  - b. HRPs,
  - c. Rapid Gender Analysis,
  - d. Inter-Agency Gender reports/assessments,
  - e. Inter-Agency GBV reports/assessments,
  - f. HCT level Gender strategies,
  - g. HCT level Protection & GBV strategies,
  - h. HCT level Accountability to Affected Populations strategies,
  - i. Assessments of Gender Markers for different projects (IASC members),
  - j. Organograms of HCT structure, cluster coordination, and working groups, etc.
2. List of gender-related trainings (HCT level and others).
3. Sending out of humanitarian actors survey on behalf of the HCT management (one week prior to the ET arrival).
4. Establishment of in-country advisory group as per OCHA guidance (attached).
5. In close consultation with the ET, identification of the list of stakeholders for interviews (see the section below on stakeholders’ mapping).
6. In close consultation with the ET, project site selections and identification of partners and population groups for FDGs.
7. Scheduling meetings.
8. Support with logistics (transport to and from project sites; accommodation; venues for meeting, etc.), administrative, and security issues, as needed.

**During**

1. Security arrangements: security briefings, provision of radios and phones as appropriate, etc.
2. Support with logistics and administrative issues as needed, including desks, printer, internet connectivity, offices space, etc.
3. Organization of debriefing sessions (feedback workshop and any other debriefings), including invitation to all relevant stakeholders, venue, and equipment (projector, copies, etc.).
4. Support in the promotion of the aid worker survey.



5. Collaborating for the provision, if necessary, for translation in interviews

#### **After**

1. Support with the collection of remaining documentation.
2. Closure of aid workers survey.
3. Liaison with relevant stakeholders as needed.
4. Follow-up requests in relation to the country brief writing.

### **Stakeholder mapping**

In advance of the field visit the ET will undertake a stakeholder mapping exercise with the COs, which will form the basis of identifying, selecting, and informing the KIs for in-country interviews, as well as respondents of the aid worker survey. The ET will make use of the stakeholder power mapping as set out in the [ALNAP Evaluation of Humanitarian Action Guide](#) (from page 65 on).

Following is an indication of common stakeholder categories that could be considered for each case study visit. The final selection of stakeholders will have to be adapted based on stakeholder availability and scheduling limitations. The exact number of stakeholders will vary but is estimated that there should be between 12-16 KIs or group interviews from within the following list of potential stakeholders.

#### **UN and International Organizations**

- HC
- HCT members
- GenCap advisors
- Agency Gender advisors/focal points
- Heads/Deputies of IASC member agencies
- In-country AG members (IASC)
- Inter-cluster/sector coordinators
- Cluster/sector Coordinators

#### **National Government**

- Representatives Disaster Management Institutions
- Line Ministry technical representatives with humanitarian mandates
- Ministry of Women (or equivalent) technical representative, and any other women's machineries at the national/local level

#### **Civil society – persons involved in the design or implementation of humanitarian programmes**

- International NGOs representatives – gender technical focal points
- National NGO representatives – implementing partners – gender technical focal points
- International NGOs representatives – humanitarian response technical focal points
- National NGO representatives – implementing partners – humanitarian response technical focal points
- Representatives of relevant women's groups

#### **Others**

- Donor representatives
- Affected populations – men and women

### **Interviews and focus group discussions**

The ET will carry out a number of KIs and group discussions in line with the sample schedule in 3 above. These may include group discussion with the in-country advisory group's members, and relevant clusters/working groups (e.g. gender, protection, GBV, Accountability to Affected

Populations, etc.), as well as individual interviews with relevant stakeholders. Where necessary, ET members can divide to carry out parallel KIIs.

FGDs with diverse groups within the affected populations will be conducted by both the ET and national consultants in the selected projects sites. For the selection of the FGD participants in general the following should apply:

- In every FGD there should be around 6 to 8 participants.
- Both female-only and male-only FGDs will be held to encourage open participation. Similarly, both members of the ET and national consultants will split according to the sex of the participants.
- Attention should also be paid to the participants' comfort level, by ensuring, to the extent possible and where needed, group homogeneity with regards to age, ethnicity, and any other relevant category.
- As far as feasible, it is important that FGD members are approached and selected in advance of the FGDs to ensure representativeness.
- In order to facilitate the selection of FGD members, cooperating partners and/or national staff should be informed of the criteria in advance.

The exact number of stakeholders will vary within each country depending on circumstances, but a general target would be approximately:

12-16 KIIs (Days 1, 2, 8 & 9)

2-4 Project visits (Days 3-5)

4-6 KIIs (Days 3-5) as part of the project visits

4-6 FGDs (Days 3-5) – as part of the project visits

#### **Ethical and Safety Considerations**

Conducting work of this nature requires high ethical standards to ensure that expectations are not raised, confidentiality is maintained, and respondents are treated with dignity and respect, and are never forced to participate or encouraged to speak about subjects that may be traumatising or may put them at risk. This entails:

- **Dignity & Respect:** Participants understand the purpose of the exercise, the types and intended use of the data that are going to be collected. They are reassured that there will be no repercussions should they choose not to participate.
- **Confidentiality:** Participants are aware that their names will not be recorded, any reference will be generic to make it impossible to trace information to its individual source. However, the information provided during the group discussion will be recorded and used for the purpose of the evaluation.
- **Safety:** Location and timing are crucial. Discussion is held in a private, non-threatening, and easily accessible and safe place, and at a time that is appropriate to the participants needs and schedule. Due consideration is given to any risk that may arise from participating in the data collection exercise, if any, and measures taken accordingly.

#### **In-country project site selection criteria**

This section outlines the criteria guiding the selection of project sites during the case study country visits. The criteria will be used to guide discussions with Country Office focal points during the preparation phase, and may be expanded on, with the aim of helping to identify the most appropriate project sites prior to in-country visits. The final selection of project sites should be information rich or illuminative cases for collecting data related to the evaluation objective.

- *Security*: The ET will only visit project sites with security clearance. However, if possible, sites with different security levels should be visited as this is a main inhibitor of agencies work.
- *Access*: The ET will whenever possible visit hard to reach areas as well as more easily accessible areas (security permitting). This is to gather relevant experience of working modalities in harder to access areas.<sup>11</sup>
- *Multiple Sectoral Interventions*: Project sites should have as many different sectoral interventions as possible. While the evaluation is not undertaking a sectoral analysis, visiting sites with multiple sectoral interventions allows the greatest possibility of gathering relevant learning.
- *Host/Refugee/IDP*: Project sites should cover the different assisted population groups wherever possible.
- *Camp/Non-Camp (or Urban/Rural)*: Important criteria for selecting project site visits should be whether the affected population is living in camp and non-camp settings (or urban/rural settings) as those in camp settings often receive free services while those living amongst host communities do not.

Should other criteria emerge that are specific to the different countries, these will be noted and incorporated wherever appropriate and relevant. Suitable, information rich sites illustrative of the context will be selected by the ET in consultation with the country focal points.

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<sup>11</sup> In Nigeria, for example, this was to be overcome by engaging Girls Effect, but this segment had to be cancelled due to the pandemic.

## Annex 6: Evaluation Calendar

### IAHE GEEWG – Case Study and Reporting Timeline (OCHA, 21 Feb)

Week of	10 Feb	17 Feb	24 Feb	2 Mar	9 Mar	16 Mar	23 Mar	30 Mar	6 Apr	13 Apr	20 Apr	27 Apr	4 May	11 May	18 May	25 May	1 June	8 June	15 June	22 June	29 June	6 July	13 July	20 July	27 July	3 Aug	10 Aug	17 Aug	24 Aug	31 Aug	1 Sep	8 Sep	15 Sep	22 Sep		
Inception Report																																				
Nigeria case study																																				
Colombia case study																																				
Iraq case study																																				
Bangladesh case study																																				
Interviews, desk review, data analysis																																				
HQ visits <sup>1</sup> , incl. validation workshop																																				
Evaluation report																																				
Dissemination products																																				
Dissemination activities (TBD)																																				

CB = Country Brief | CB\* = Draft Country Brief | D = Draft | FA = Final approval

<sup>1</sup> HQ Visits were not possible due to COVID-19 restrictions. Validation workshop shifted to virtual format

## Annex 7: Bibliography

*This annex lists the texts referenced or cited at the Global level and for the country case studies and country document review in both the Inception phase and the evaluation phase. Documents reviewed as part of the Country Case Studies are also listed in the respective Annexes for each Case Study briefing.*

AAP, Report – DRAFT Key Findings & Recommendations (Nigeria), 2019
ActionAid, A Feminist Exploration of Women-Led Localisation in the Central Sulawesi Response, 2019
ActionAid, Baseline Study EU Support to CSOs - Promoting Feminist leadership to Combat Sexual and Gender Based Violence in Jordan (PFL), 2018
ActionAid, Funding a localised, women-led approach to protection from Gender Based Violence: What is the data telling us? 2019
ADRA, Gender and food security in Fiji, 2019
AHP, Response to the Rohingya Humanitarian Crisis (Bangladesh), 2019
AHP, Response to the Rohingya Humanitarian Crisis Evaluation – Executive Summary (Bangladesh), 2019
ALNAP, 32 <sup>nd</sup> Annual Meeting Background paper, 2019
ALNAP, Leadership in Action, 2018
ALNAP, The State of the Humanitarian System, 2018
Analytical paper on outreach sessions, 2017
APERÇU DES BESOINS HUMANITAIRES, TCHAD (GBV), 2018
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United Nations, United Nations Population Fund Country programme document for State of Palestine, 2017
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UNSC, Report of the Secretary-General on women and peace and security, 2018
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USAID, Situación de Violencias Basadas en Género de población colombiana y venezolana en Cartagena (Colombia), 2020
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USGA, Report of Special Rapporteur on trafficking in persons, especially women and children, 2019
VBG, ARAUCA / Taller regional y nacional HNO-MRMP 2020 Información de género, edad, diversidad y enfoque étnico (Colombia), 2020
VBG, Subgrupo de Violencias Basadas en el Género (S-VBG) PLAN DE TRABAJO ANUAL 2020 (Colombia), 2020
VBG, Subgrupo de Violencias Basadas en Género Estrategia de acompañamiento (Colombia), 2019
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WFP Gender Office, Gender & Monitoring, 2017
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WFP Gender Office, Gender & Safety and Security, 2017
WFP Gender Office, Gender & Social Protection, 2017
WFP Gender Office, Gender & Social Protection, 2017
WFP Gender Office, Gender & Stakeholder Analysis, 2017
WFP Gender Office, Gender & Strategic Planning, 2017
WFP Gender Office, Gender & Supply Chain, 2017
WFP Gender Office, Gender & Supply Chain, 2017
WFP Gender Office, Gender & the Workplace, 2017
WFP Gender Office, Gender & the Workplace, 2017
WFP Gender Office, Gender Analysis Key Questions, 2017
WFP Gender Office, Gender Analysis Report, 2017
WFP Gender Office, Gender Concepts, 2017
WFP Gender Office, Gender Frameworks, 2017
WFP Gender Office, Gender Responsive Budgeting, 2017
WFP Gender Office, Gender Standards, 2017
WFP Gender Office, Gender Transformation Programming Design Checklist, 2017
WFP Gender Office, Gender-Responsive Budgeting, 2017
WFP Gender Office, Gender-Responsive Monitoring, 2017

WFP Gender Office, Gender-Sensitive Stakeholder Analysis, 2017
WFP Gender Office, Key Elements of a Programme Document, 2017
WFP Gender Office, Learning by Doing, 2017
WFP Gender Office, Minimum Standards for Gender Mainstreaming, 2017
WFP Gender Office, Monitoring Plan Gender Checklist, 2017
WFP Gender Office, Monitoring Plan, 2017
WFP Gender Office, Monitoring Visit Report, 2017
WFP Gender Office, Participatory Gender Analysis, 2017
WFP Gender Office, Participatory Gender Analysis, 2017
WFP Gender Office, Programme / Project Implementation Checklist, 2017
WFP Gender Office, Programme Proposal, 2017
WFP Gender Office, Stakeholder Analysis Matrix, 2017
WFP Gender Office, WFP Minimum Standards for Gender-Targeted Interventions, 2017
WFP, Complaints and Feedback Monthly Report Template, 2017
WFP, Country Office GAP, 2017
WFP, Enhancing Food Security and Nutrition (Bangladesh), 2018
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WFP, Evaluation of the WFP's Corporate (Level 3) Response in Northeast Nigeria (2016 – 2018) (Nigeria), 2019
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WFP, Gender & National Zero Hunger Strategic Reviews, 2017
WFP, Gender Brief Bangladesh (Bangladesh), 2019
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WFP, Guidance Integrating Gender Vulnerability, NA
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WFP, WFP in Cox's Bazar: An Integrated Protection Approach (Bangladesh), 2018
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Women's Refugee Commission, "We Need to Write Our Own Names": Gender Equality and Women's Empowerment in the Rohingya Humanitarian Response in Cox's Bazar (Bangladesh), 2019
Women's Refugee Commission, Gender Operational Review Report, 2019
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World Food Programme, Gender and Food Security Analysis, 2016
World Food Programme, WFP Colombia Country Brief (Colombia), 2019
WRC, AGD Tip Sheet for the GRF, 2019

## Annex 8: List of Persons Interviewed

### Inception Phase Consultations

*Presented below is a list of persons consulted during the inception phase.*

Last Name	First Name	Title	Organization
Pham	April	Senior Gender Advisor	OCHA
Longfield	Lynsey	Gender Focal point	Global Affairs Canada
Lafrenière	Julie	Co-Chair IASC Gender Reference Group	OXFAM
Coffey	David	Humanitarian Specialist	UN Women
Qasas	Hiba	Co-Chair IASC Gender Reference Group	UN Women
Axisa	Tanya	IASC Accountability and Inclusion Results Group 2 Advisor	UNHCR
Rumble	Lauren	Principal Advisor Gender and Development	UNICEF
Paul	Jacqueline	Senior Gender Advisor	WFP
Clifton	Deborah	Senior Gender Advisor	United Nations – The GenCap Project
Johanssen	Stephanie	Senior Advocacy Officer	Women's Refugee Commission
Achayo	Rose	Chairperson	National Union of Women with Disabilities of Uganda
Aref	Suzan Mohammed	Founder and Director	Women's Empowerment Organization Iraq
Pillay	Anu	GenCap Advisor	United Nations
Sarkar	Madhumita	GenCap Advisor	United Nations
Eapen	Rebecca	Senior Gender Advisor	UNHCR
Heckman	Christine	Child Protection Specialist, Gender-based Violence in Emergencies	UNICEF
Bart	Kristin Kim	Senior Director Gender Equality	IRC
Holtsberg	Maria	Senior Gender and Inclusion Advisor	IPPF
Mahmoud	Olfat	General Director	Women's Humanitarian Organization
Quay	Isadora	Global Lead on GiE	CARE International
Foran	Siobhan	Diversity Inclusion Manager for Operations	ICRC
Martinez	Elisa	Researcher on GiE	University of Massachusetts
Brun	Delphine	GenCap	United Nations
Waterhouse	Merrin	GenCap	United Nations
Obrecht	Alice	Senior Research Fellow	ALNAP
Tinde	Tina	PSEA Advisor	IFRC



## Data Collection Phase Interviews – Global

*The list of persons interviewed for each country case study visit are found in the individual case study briefings in accompanying package of documents.*

Name	Position	Organization
Ramesh Rajasingham	ASG/DERC a.i.	OCHA
Allegra Baiocchi (Delphine Brun - Gender Advisor HCT Cameroon)	RC/HC	UN
Jamie McGoldrick	DSC/RC/HC	UN
Sofie Garde Thomle	Chief, Humanitarian Leadership Strengthening Section	OCHA
Mr. Rein Paulsen	Director Coordination Division a.i.	OCHA
Mr. Gareth Price Jones	Executive Secretary	SCHR
Ms. Shoko Arakaki	Director, Humanitarian Office	UNFPA
Ms. Pascale Meige	Director, Disaster and Crisis Prevention, Response and Recovery Department	IFRC
Ms. Emmanuelle Osmond	Senior Policy Officer, Humanitarian Coordination	ICVA
Mervat Shelbaya	Head of IASC Secretariat	OCHA
Tanja Schuemer	Humanitarian Affairs Officer	OCHA
April Pham	OCHA Senior Gender Advisor/Co-Chair GRG	OCHA
Julie Lafreniere	Co-Chair GRG	OXFAM
Bernadette Castel-Hollingsworth	Co-Chair RG2	UNHCR
Tanya Axisa	RG2 Advisor	UNHCR
Merixell Relano	Co-Chair RG2	UNICEF
Najat Rochdi	Team Leader and Director	P2P
Deborah Clifton	GenCap (GAM)	OCHA
Amel Aldehaib Elradi	GenCap Advisor	OCHA
Eva Modvig	Former OCHA Gender Focal Point and HC/RC's office in Myanmar, now Inter-Agency PSEA Coordinator for Lebanon	OCHA
Suhad Sakalla	Gender Focal Point	OCHA
Jean-Coty Beausejour	GenCap Advisor	UNHCR
Farhat Ali Sheikh	UN Women Pakistan	UN Women
Marina Skuric-Prodanovic	GCCG Chair	OCHA
Pablo Medina	Deputy Global Cluster Coordinator - Shelter	IFRC
Wan Sophonpanich	Global Cluster Coordinator - CCCM (Natural Disasters)	IOM
Giovanna Federici	Co-Chair - Participation in Displacement Working group	NRC
Jennifer Chase	Global AOR Coordinator - GBV	UNFPA
Miguel Urquia	Global cluster Coordinator - Deputy	IFRC
Daniela Raiman	Global Cluster Coordinator - CCCM (Conflict)	UNHCR
William Chemaly	Global Cluster Coordinator - Protection	UNHCR
Michael Copland	Global AOR Coordinator - Child Protection	UNICEF
Franck Bouvet	Global Cluster Coordinator - WASH	UNICEF

Bruno Minjauw	Global Cluster Coordinator - Food Security	WFP/FAO
Kaitlyn Pritchard	Second Secretary (Human Rights and Humanitarian Affairs), Permanent Mission of Canada to the UN	Canada
Kit Clausen	CHIEF ADVISOR / HUMANITARIAN ACTION, MIGRATION AND CIVIL SOCIETY	Denmark
Eliana Irato	Gender and Protection Advisor	ECHO
Celinda Sanz Velasco	Gender Advisor in Humanitarian Affairs Permanent Mission of Spain to the United Nations	Spain
Romina Stelter	Gender Advisor	WHO
Nina Gora	Senior Gender in Emergencies	Save the Children
Marcy Hersh	Senior Manager, Humanitarian Advocacy	Women Deliver
Jaqueline Ogega	Director Gender Equality and Social Inclusion	World Vision
Ysabel Fougery	Assessment, Planning and Monitoring Branch	OCHA
Courtenay Von Cabot	Consultant UNFPA Funding Study	Independent
Tasneem Mowiee	Consultant CERF Evaluation	Independent
Silja Rajander	Gender Specialist	UN Women

## Annex 9: Advisory group members

*Presented below is a list of Advisory Group members for the evaluation.*

	<b>Name</b>	<b>Organization</b>	<b>Title</b>
1	David Coffey	UN Women	Humanitarian Specialist
2	Julie Lafrenière	OXFAM	Co-Chair IASC Gender Reference Group
3	Jacqueline Paul	WFP	Senior Gender Advisor
4	April Pham	OCHA	Senior Gender Advisor
5	Lauren Rumble	UNICEF	Principal Advisor Gender and Development
6	Deborah Clifton	The GenCap Project	Senior Gender Advisor
7	Lynsey Longfield	Canada	Senior Program Officer
8	Stephanie Johanssen	Women's Refugee Commission	Senior Advocacy Officer
9	Suzan Mohammed Aref	Women's Empowerment Organization Iraq	Founder and Director
10	Jennifer Chase	UNFPA	GBV AOR Coordinator

## Annex 10: Evaluation Matrix

Presented below is the evaluation framework, consisting of evaluation questions, sub-questions, indicators, data sources and analytical methods.

Evaluation Questions/Sub-questions	Indicators	Data collection methods & sources	Analytical methods	Focus
<b>RELEVANCE</b>				
<b>EQ1: To what extent do humanitarian responses build the capacities and resilience of women, girls, men, and boys?</b>				
1.1 To what extent do women, girls, men, and boys participate in the design and delivery of humanitarian responses?	<ul style="list-style-type: none"> <li>▪ Evidence of collection and use of SADD to inform programmes.</li> <li>▪ Evidence of gender analysis (GA) informing programmes.</li> <li>▪ Evidence of programme adjustments being made according to the results of SADD and GA.</li> <li>▪ Evidence of engagement with diverse populations groups* in joint needs assessments.</li> <li>▪ Evidence of engagement with diverse populations groups in agency-specific needs assessments.</li> <li>▪ Evidence of engagement with diverse populations groups in monitoring activities, both collective and agency-specific</li> <li>▪ Evidence of project management/decision-making influenced by affected people of different gender and age groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>▪ Survey and FGDs with affected populations.</li> <li>▪ Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Community engagement approach</li> <li>▪ Perception-based analysis</li> </ul>	Field
1.2 To what extent do women, girls, men, and boys have access to and benefit from accountability mechanisms?	<ul style="list-style-type: none"> <li>▪ Evidence of efforts to establish process for feedback and complaints for all population groups.</li> <li>▪ Evidence of all relevant population groups being informed about accountability mechanisms.</li> <li>▪ Evidence of accountability mechanisms being accessible to all population groups.</li> <li>▪ Evidence of accountability mechanisms being used by all population groups.</li> <li>▪ Evidence of feedback from all relevant population groups being used to inform programmes.</li> <li>▪ Evidence of feedback loop with affected populations being established.</li> <li>▪ Evidence of coordination efforts on accountability to affected population (AAP).</li> <li>▪ Evidence of capacity of staff and organization to manage accountability mechanisms, including on</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including reports generated by complaint and feedback mechanisms (CFM); minutes/reports of coordination mechanisms on AAP.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>▪ Survey and FGDs with affected populations.</li> <li>▪ Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Community engagement approach</li> <li>▪ Perception-based analysis</li> </ul>	Field

	<p>sensitive issues (e.g. SEA, GBV, etc.).</p> <ul style="list-style-type: none"> <li>Evidence of action by senior decision makers on the information received.</li> <li>Evidence of all relevant population groups' satisfaction with accountability mechanisms</li> </ul>			
1.3 To what extent are different means to foster participation effective?	<ul style="list-style-type: none"> <li>Evidence of consultations being held with diverse population groups across the phases of the programme cycle.</li> <li>Evidence of efforts to define (multiple/different) ways of engaging with diverse population groups inclusive of their capacities and constraints.</li> <li>Evidence of an ongoing dialogue/relationship being established with all relevant population groups.</li> <li>Evidence of population groups' preferences in relation to participation (how, when, how often, etc.) being gathered and considered.</li> <li>Evidence of population groups' safety in relation to participation being considered.</li> <li>Evidence of beneficiaries' satisfaction with the ways and level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>Document and literature review, including gender mainstreaming tools (e.g. checklists); financial reports; needs assessment reports; strategic planning reports; ToRs and performance appraisal systems of HC/senior managers; training material/reports.</li> <li>Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>Survey and FGDs with affected populations.</li> <li>Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Change evaluation</li> <li>Contribution analysis</li> <li>Case study comparison</li> <li>Community engagement approach</li> <li>Perception-based analysis</li> </ul>	Field and Global
1.4 To what extent different capacities on gender (collective, organizational, individual) contribute to ensuring responses are tailored to the needs, capacities, and vulnerabilities of all?	<ul style="list-style-type: none"> <li>Evidence of gender expertise being used in the design and delivery of humanitarian response.</li> <li>Evidence of commitments to gender equality within strategic planning.</li> <li>Evidence of SADD and gender analysis across programmes.</li> <li>Evidence of financial and other resources clearly allocated to addressing gender issues.</li> <li>Evidence of gender mainstreaming across clusters/sectors/working groups.</li> <li>Evidence of gender in HC/senior managers performance review.</li> <li>Evidence of efforts to build/strengthen capacity on gender.</li> <li>Evidence of a dedicated coordination mechanism (e.g. GRG) on gender being established and functioning.</li> <li>Evidence of beneficiaries' perceptions on the adequacy and relevance of the response.</li> <li>Evidence of dedicated gender expertise across IASC members</li> <li>Evidence of gender-sensitive social norms and gender relations amongst staff</li> </ul>	<ul style="list-style-type: none"> <li>Document and literature review, including gender mainstreaming tools (e.g. checklists); financial reports; needs assessment reports; strategic planning reports; ToRs and performance appraisal systems of HC/senior managers; training material/reports.</li> <li>Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Change evaluation</li> <li>Contribution analysis</li> <li>Case study comparison</li> <li>Community engagement approach</li> <li>Perception-based analysis</li> </ul>	Field and Global

**COHERENCE**

EQ2: How consistently are existing system-wide policies, programme guidance and tools on gender implemented among IASC members?				
2.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) by IASC actors coherent and consistent across the system?	<ul style="list-style-type: none"> <li>Evidence of existing system-wide policies, guidance and tools being promoted and rolled-out at both global and field levels.</li> <li>Evidence of existing system-wide policies, guidance and tools being referenced in key IASC documents.</li> <li>Evidence of use of existing system-wide policies, guidance, and tools by IASC members at both global and field levels</li> </ul>	<ul style="list-style-type: none"> <li>Document and literature review.</li> <li>Interviews with IASC Principals, Policy and Advocacy Group, and the EDG.</li> <li>Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Change evaluation</li> <li>Contribution analysis</li> <li>Case study comparison</li> <li>Perception-based analysis</li> </ul>	<ul style="list-style-type: none"> <li>Field and Global</li> </ul>
2.2 To what extent is humanitarian leadership at both global and country levels contributing to a coherent and consistent approach to GEEWG in humanitarian response?	<ul style="list-style-type: none"> <li>Evidence of high-level efforts and commitment to institutionalizing and enforcing a GEEWG approach in humanitarian action.</li> <li>Evidence of efforts by leadership to promote dissemination and use of existing system-wide policies, guidance, and tools on GEEWG across humanitarian crises.</li> <li>Evidence of efforts by leadership to keep issues of gender, age, sexual orientation, and other social categories as relevant to the context and the crises at the forefront of the response.</li> <li>Evidence of diversity among leaders as conducive to a more inclusive and participatory humanitarian response.</li> <li>Evidence of leadership striving towards social change and greater gender justice within and through humanitarian response.</li> <li>Evidence of efforts by the leadership and governance mechanisms to ensure engagement with and accountability to all relevant population groups</li> </ul>	<ul style="list-style-type: none"> <li>Document and literature review, including training material/reports; workplans.</li> <li>Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Change evaluation</li> <li>Contribution analysis</li> <li>Case study comparison</li> <li>Perception-based analysis</li> </ul>	<ul style="list-style-type: none"> <li>Field and Global</li> </ul>
2.3 To what extent have existing system-wide policies, program guidance and tools on gender been consistently used to build the capacity of the IASC members to respond?	<ul style="list-style-type: none"> <li>Evidence of existing policies, programme guidance and tools being consistently referred to/used across training by IASC members.</li> <li>Evidence of humanitarian assistance workers' knowledge and use of existing policies, programme guidance and tools.</li> <li>Evidence of IASC members' staff perceptions of increased capacity on GEEWG resulting from awareness of and training on existing system-wide policies, programme guidance and tools</li> </ul>	<ul style="list-style-type: none"> <li>Document and literature review, including training material/reports; workplans.</li> <li>Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Change evaluation</li> <li>Contribution analysis</li> <li>Case study comparison</li> <li>Perception-based analysis</li> </ul>	<ul style="list-style-type: none"> <li>Field and Global</li> </ul>

<p>2.4 To what extent are humanitarian programmes aligned to existing policies and tools on gender equality and the empowerment of women and girls?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of humanitarian response plans and programmes (collective, for e.g. the HRP, and of individual IASC members) referencing existing system-wide policies, programme guidance and tools on GEEWG.</li> <li>▪ Evidence of humanitarian response plans and programmes (collective, for e.g. the HRP, and of individual IASC members) being built on, and making use of existing policies, guidance, and tools</li> <li>▪ Degree to which IASC guidances are updated and fit for purpose for IASC's gender commitments and latest policy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including humanitarian response plans, programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and government representatives (where relevant).</li> <li>▪ Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>Field and Global</p>
<b>EFFECTIVENESS</b>				
<b>EQ3: How effective are existing IASC-promoted efforts to strengthen gender equality and the empowerment of women and girls in humanitarian programming?</b>				
<p>3.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) by IASC actors leading to effective results?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of enabling factors and challenges in performing the responsibilities assigned to them as per the IASC Policy and related Accountability Framework.</li> <li>▪ Evidence of IASC members including at least one high/level result on GEEWG in their main strategic document and reporting.</li> <li>▪ Evidence of gender results in IASC members' performance review system.</li> <li>▪ Evidence of actions and commitment by the IASC leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level).</li> <li>▪ Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>Field and Global</p>
<p>3.2 To what extent have the existing policies, guidance and tools been effective in ensuring capacities on gender equality and the empowerment of women and girls are built?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of enabling factors and challenges in the effective use of existing policies, guidance, and tools.</li> <li>▪ Evidence of ongoing gender training at all levels being made mandatory for all IASC members.</li> <li>▪ Evidence of entity-wide assessment of capacity on gender of all relevant entity staff carried out by IASC members.</li> <li>▪ Evidence of all relevant population groups' perceptions on the effectiveness of the response.</li> <li>▪ Evidence of use and referencing of existing material in training, project documents, advocacy material, and so on.</li> <li>▪ Evidence of harmonized, coherent approach by all IASC members on gender in policies and programmatic documents and tools.</li> <li>▪ Evidence of efforts to engaging with and strengthening national and women's organizations in the response;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level); and women-rights and women-led organizations.</li> <li>▪ Survey of humanitarian assistance workers.</li> <li>▪ IASC Gender with Age Marker (GAM) data.</li> <li>▪ Survey and FGDs with affected populations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>Field and Global</p>

<p>3.3 To what extent have the existing processes and structures (ToC Platform for Action) been effective in ensuring capacities on gender equality and the empowerment of women and girls are built?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of enabling factors and challenges in the establishment and effectiveness of processes and structures on gender.</li> <li>▪ Evidence of strategic response planning processes and tools with an integrated gender component.</li> <li>▪ Evidence of coordination efforts and mechanisms with an integrated gender component.</li> <li>▪ Evidence of partnership and capacity development efforts with an integrated gender component.</li> <li>▪ Evidence of consultations and inclusion of national and local women rights and women-led organizations in preparedness and response efforts.</li> <li>▪ Evidence of funding for capacity strengthening of women-rights and women-led organizations.</li> <li>▪ Evidence of humanitarian funding accessed by women rights and women-led organizations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; partnership agreements; clusters/sectors' ToR, tools, and minutes; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level), and women-rights and women-led organizations.</li> <li>▪ Survey of humanitarian assistance workers.</li> <li>▪ IASC Gender with Age Marker (GAM) data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>of Field and Global</p>
<p>3.4 To what extent is wrought to advance gender equality adequately resourced through funding and staffing?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of enabling factors and challenges in the establishment and effectiveness of processes and structures related to funding and staffing.</li> <li>▪ Evidence of adequate human and financial resources being allocated to gender-related activities.</li> <li>▪ Evidence of the right staffing profile in place to deliver on gender issues</li> <li>▪ Evidence of Country based pool funds allocation to women's organization</li> <li>▪ Evidence of resources allocated to rollout of GEEWG</li> <li>▪ Evidence of funding for initiatives such as GenCap and ProCap over period 2017-2019.</li> <li>▪ Evidence of funding for Gender in humanitarian action of the period 2017-2019.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; partnership agreements; clusters/sectors' ToR, tools, and minutes; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level), and women-rights and women-led organizations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>of Field and Global</p>
<p>3.5 To what extent are IASC efforts contributing to making humanitarian programmes gender-responsive?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of inclusive and participatory humanitarian planning and outcomes.</li> <li>▪ Evidence of GAM being used consistently by all IASC members.</li> <li>▪ Proportion of projects applying the GAM</li> <li>▪ Evidence of programmatic objectives on GEEWG being met by IASC actors.</li> <li>▪ Evidence of activities tailored to the needs, power dynamics, and roles of relevant population groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; partnership agreements; clusters/sectors' ToR, tools, and minutes; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level).</li> <li>▪ Survey of humanitarian assistance workers.</li> <li>▪ IASC Gender with Age Marker (GAM) data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>of Field and Global</p>
<p><b>COORDINATION</b></p>				



<b>EQ4: To what extent are efforts by IASC members to strengthen gender equality and the empowerment of women and girls in humanitarian programming coordinated?</b>				
<p>4.1 To what extent are roles and responsibilities (as per the IASC Gender Policy) by IASC actors contributing to ensuring coordination and complementarity?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of enabling factors and challenges in ensuring coordination and complementarity.</li> <li>▪ Evidence of IASC members and leaders communicating and championing gender equality and the empowerment of women and girls at all levels and vis-à-vis all actors.</li> <li>▪ Evidence of gender analysis or gender specific outcomes in Principals' decisions.</li> <li>▪ Evidence of IASC members encouraging ownership of and coordinated action on GEEWG in humanitarian response.</li> <li>▪ Evidence of IASC members actively participating in inter-agency coordination mechanisms on GEEWG.</li> <li>▪ Evidence of complementarity in gender responsive programming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; partnership agreements; clusters/sectors' ToR, tools, and minutes; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level).</li> <li>▪ Survey of humanitarian assistance workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>Field and Global</p>
<p>4.2 To what extent is gender responsive humanitarian programming by IASC members coordinated and complementary?</p>	<ul style="list-style-type: none"> <li>▪ Evidence of enabling factors and challenges in ensuring coordinated and complementary gender-responsive programming.</li> <li>▪ Evidence of gender in humanitarian action capacity at the decision-making level at both global and field levels.</li> <li>▪ Evidence of establishment of and consultation with gender capacity at the field level to support analysis and decision-making.</li> <li>▪ Evidence of coordination processes and mechanisms (clusters, and others) consistently integrating gender.</li> <li>▪ Evidence of initial joint rapid assessments with an integrated gender component.</li> <li>▪ Evidence of joint needs assessments with an integrated gender component.</li> <li>▪ Evidence of gender integration in humanitarian needs overviews and response plans.</li> <li>▪ Evidence of efforts to explore and leverage synergies on GEEWG (for e.g. meetings, roundtable discussion, and so on).</li> <li>▪ Evidence of gender expertise and capacity (GenCap, Gender Specialist, Gender working group, etc.) available at the HCT level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations; partnership agreements; clusters/sectors' ToR, tools, and minutes; etc.</li> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level).</li> <li>▪ Survey of humanitarian assistance workers.</li> <li>▪ Survey and FGDs with affected populations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution analysis</li> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	<p>Field and Global</p>
<p>4.3 To what extent is coordination contributing to gender-</p>	<ul style="list-style-type: none"> <li>▪ Evidence of improved complementarity across IASC members on GEEWG.</li> <li>▪ Evidence of improved consistency in the analysis of the needs, power dynamics, and roles of relevant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document and literature review, including programme documents; assessment reports; monitoring reports; progress reports/budget revisions; mid-term reviews; evaluations;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theory of Change evaluation</li> <li>▪ Contribution</li> </ul>	<p>Field and Global</p>

<p>responsive humanitarian programming by IASC members?</p>	<p>population groups among IASC members.</p> <ul style="list-style-type: none"> <li>▪ Evidence of gender mainstreaming across clusters and other coordination mechanisms and processes</li> </ul>	<p>partnership agreements; clusters/sectors' ToR, tools, and minutes; etc.</p> <ul style="list-style-type: none"> <li>▪ Interviews with HC, HCT, GenCap; GRG, IASC members and partners; cluster leads (at national/local level).</li> <li>▪ Survey of humanitarian assistance workers.</li> <li>▪ Survey and FGDs with affected populations</li> </ul>	<p>analysis</p> <ul style="list-style-type: none"> <li>▪ Case study comparison</li> <li>▪ Perception-based analysis</li> </ul>	
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\* When referring to diverse population groups in the indicators, the ET will pay special attention to documenting women and girls' experiences.

## Annex 11: ToR for the Evaluation

*Presented below is a summary of the evaluation ToR.*

### **INTER-AGENCY HUMANITARIAN EVALUATION ON GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN AND GIRLS TERMS OF REFERENCE 07 June 2019**

#### **1 SUMMARY**

1. In mid-2018, the IAHE Steering Group chose “Empower and Protect Women and Girls”, one of the core transformations of the Agenda for Humanity, as the focus of its first-ever thematic evaluation. Following extensive consultations with relevant stakeholders and discussions in the IAHE Steering Group, key areas of focus have been identified and the title of the evaluation has been refined to “Gender Equality and the Empowerment of Women and Girls” (GEEWG). This should ensure the inclusiveness of the evaluation to key gender-related aspects in humanitarian aid and to align the evaluation with established policy and practice.
2. The evaluation will particularly focus on the areas of gender-responsive programming, capacity-building and the participation of women and girls in the design and delivery of humanitarian programs, as well as their adequate inclusion in accountability mechanisms. Secondly, the evaluation will analyse the collective use of gender strategies and policies by IASC organizations, in particular the IASC Gender Policy, and will consider the adequacy of financial and human resourcing allocated to it.
3. The evaluation is formative with the aim of strengthening learning and identifying best practices in overcoming challenges associated with working towards gender equality and the empowerment of women and girls in humanitarian action. Thus, the evaluation is intended to improve gender-responsive programming and aims to provide its main stakeholders, including policymakers and practitioners, with evaluative evidence and practical advice to strengthen gender equality and the empowerment of women and girls.

#### **2 BACKGROUND**

4. Humanitarian crises worldwide have become more complex and persistent in the past decades and have unequal effects on different people, depending on their gender and other aspects of their social identity.<sup>1</sup> Gender inequalities and differences in power, privilege and opportunity particularly constrain women and girls.<sup>2</sup> While women, girls, men, and boys all suffer in a crisis, women and girls face greater obstacles to reaching their full potential and leading safe, healthy, and dignified lives due to structural gender inequalities.<sup>3</sup> Disasters kill more women than men and hit women’s livelihoods hardest.<sup>4</sup> Sixty per cent of all maternal deaths take place in humanitarian settings, and all forms of gender-based violence against women and girls spike during disasters and conflict, affecting up to a reported 70 per cent of women in some conflict settings.<sup>5</sup> The involvement of local women groups has also been found important to mobilize change and respond to crises.<sup>6</sup>
5. There have been efforts to institutionalize and address empowerment of women and girls in humanitarian action and much has been achieved by humanitarian actors. The Agenda for Humanity (AfH) described five core responsibilities, linked to 24 core transformations, that are needed to alleviate suffering, reduce risk, and lessen vulnerability on a global scale. Core responsibility 3 of the AfH is “Leave no one behind” and linked to it is core transformation 3D “Empower and Protect Women and Girls”. This core transformation is directly related to Sustainable Development Goal number 5: “Achieve gender equality and empower women and girls”. Following the adoption of the Agenda for Humanity, leaders and stakeholders pledged support to several strategic initiatives during the World Humanitarian Summit in May 2016, to translate the responsibilities and transformations stated in the AfH into

<sup>1</sup> IASC Gender Policy

<sup>2</sup> Eric Neumayer & Thomas Plümpner (2007) The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981–2002, *Annals of the Association of American Geographers*, 97:3, 551-566

<sup>3</sup> Ibid.

<sup>4</sup> [www.unwomen.org/en/what-we-do/humanitarian-action/facts-and-figures](http://www.unwomen.org/en/what-we-do/humanitarian-action/facts-and-figures)

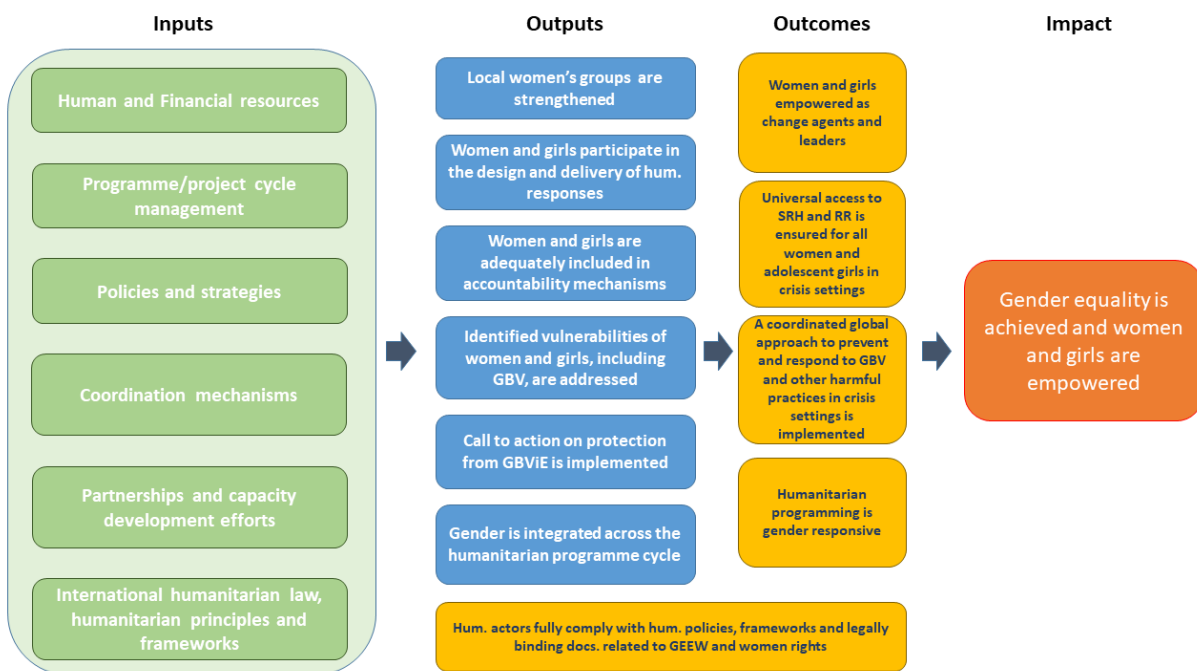
<sup>5</sup> Ibid.

<sup>6</sup> [www.unwomen.org/en/what-we-do/humanitarian-action/facts-and-figures](http://www.unwomen.org/en/what-we-do/humanitarian-action/facts-and-figures)

meaningful action. They included five core priorities under the overarching theme of “Women and Girls: Catalysing Action to Achieve Gender Equality”, with references to empowerment, access to sexual and reproductive health and reproductive rights, gender-based violence, gender-responsive programming and compliance with humanitarian policies, frameworks and other documents related to gender equality, women’s empowerment and women’s rights.<sup>7</sup>

6. Based on a 2015 review of the IASC Gender Equality in Humanitarian Action Policy Statement (2008) and the commitments made under the international agreements mentioned above, the IASC issued the IASC Policy on Gender Equality and Empowerment of Women and Girls in 2017. The Policy is accompanied by an Accountability Framework to track progress and implementation and should be used alongside the IASC Gender Marker and IASC Gender Handbook, which was revised in 2017. The Accountability Framework focuses on collective actions of the IASC vis-à-vis gender equality and the empowerment of women and girls. While the evaluation will take the IASC Policy and Accountability Framework into consideration, it is not envisioned that the evaluation will measure collective progress against it.
7. Based on the abovementioned developments in the humanitarian sector and the adopted policies, a theory of change for strengthening gender equality and empowering women and girls in humanitarian action can be established. Figure 1 presents a preliminary theory of change that should serve as a starting point for this evaluation. Focusing on all aspects of the theory of change equally would not be feasible for this evaluation and the scope and focus will be discussed in more detail in section 6. The evaluation will primarily focus on inputs, processes, and mechanisms that are believed to lead to improved results in regard to gender equality and empowerment of women and girls. Output and outcome results are therefore a secondary focus for this evaluation, since the primary interest is in ‘how’ gender responsive programming can be improved at the agency and collective level.

**Figure 1: Preliminary Theory of Change**



8. Several stakeholders are concerned that despite the increasing focus on gender equality and the empowerment of women and girls on the humanitarian agenda, there seems to be a disconnect between the increasing development of policies and strategies, and their successful implementation in the field.<sup>8</sup> In the highly time- and resource-constrained environment of humanitarian operations, gender

<sup>7</sup> <https://agendaforhumanity.org/core-commitments>

<sup>8</sup> The Management Group for this IAHE has undertaken several scoping interviews in preparation for the evaluation. Impressions mentioned in this paragraph were voiced by the interviewed stakeholders.

considerations continue to be secondary and the high potential resulting from empowering and involving women and girls in the design and delivery of humanitarian programs often appears to be overlooked. Various challenges and obstacles seem to prevent policies from being consistently applied and every humanitarian response is situated in a different organizational, social, and cultural context, complicating the operationalization of policies even further. Thus, policymakers as well as practitioners are looking for more practical tools and guidance to strengthen gender equality and the empowerment of women and girls in humanitarian action. There is a desire to learn from best practices and to understand enabling factors better. This evaluation aims to provide policymakers and practitioners with evaluative evidence and practical advice to respond to these challenges and to be able to continuously strengthen gender equality and the empowerment of women and girls in humanitarian programming.

### 3 INTER-AGENCY HUMANITARIAN EVALUATIONS

9. An Inter-Agency Humanitarian Evaluation (IAHE) is an independent assessment of results of the collective humanitarian response by member organizations of the Inter-Agency Standing Committee (IASC)<sup>9</sup> to a specific crisis or theme. IAHEs evaluate the extent to which planned collective results have been achieved and how humanitarian reform efforts have contributed to that achievement. IAHEs are not an in-depth evaluation of any one sector or of the performance of a specific organization, and, as such, cannot replace any other form of agency-specific humanitarian evaluation, joint or otherwise, which may be undertaken or required.

### 4 PURPOSE AND OBJECTIVES

10. The purpose of this IAHE is to enhance learning around gender equality and the empowerment of women and girls in humanitarian programming across the humanitarian system, making the evaluation formative in nature.
11. The main objective of the evaluation is to provide an independent assessment of collective performance in the area of gender equality and the empowerment of women and girls with a learning lens, focusing on the ability of the humanitarian community to implement the tools and frameworks that have been developed so far. A priority is given to the identification of best practices, enabling factors and tools that can be replicated. Recommendations that stem from the evaluation will serve to inform humanitarian actors at the policy and program level. The evaluation will also generate new ideas on how to strengthen gender equality and the empowerment of women and girls. Attention should be given to the wide dissemination of findings as well as the facilitation of trainings or workshops, which will enhance the learning component of the evaluation.

### 5 USERS OF THE IAHE

12. The IAHE is designed primarily to:
  - Provide the **IASC Principals, IASC Deputies Forum, Operations, Policy and Advocacy Group (OPAG), Emergency Directors Group (EDG)** and other stakeholders with evaluative evidence contributing to the evidence base for decision-making and judgments about future humanitarian action, policy development and reform. This may include the periodic revision of the IASC Gender Policy, Gender Handbook, and related documents.
  - Provide **Humanitarian Coordinators (HCs) and Humanitarian Country Teams (HCTs)** with independent and credible evidence of collective progress towards achieving gender equality and the empowerment of women and girls in humanitarian responses. This may, where relevant, complement internal review exercises in providing an opportunity to learn from best practices and improve weaknesses in the country's humanitarian response.
  - Provide other **practitioners** involved in designing and implementing humanitarian programs with evaluative evidence and practical advice to improve gender-responsive programming and strengthen efforts to empower women and girls.

<sup>9</sup> Throughout, the reference to "IASC members" includes standing invitees which, in practice, have the same status as members.

13. In doing so, it will also:

- Provide **national governments and disaster management institutions** with evaluative evidence and analysis to inform their national policies and protocols for crises involving international agencies and other actors.
- Generate information that will serve to strengthen inclusion and accountability towards **affected people**. To the extent possible, efforts will be undertaken to provide information to affected people about the outcomes of the evaluation.
- Provide **Member States of international organizations, donors, and learning and evaluation networks** with evaluative evidence of collective efforts in the area of gender equality and the empowerment of women and girls in humanitarian action for accountability and learning purposes.

## 6 EVALUATION SCOPE

14. The scope of the evaluation is global, it will assess the issue of gender equality and empowerment of women and girls in humanitarian action across the international humanitarian aid system. Four country case studies will serve as a tool to review the issue in specific country contexts, in order to draw lessons for the wider humanitarian community. Selection criteria for country case studies will be identified by the Management Group and the Evaluation Team in consultation with the global Advisory Group and will ensure that different humanitarian contexts are included.
15. The timeframe for the evaluation is limited to the years between 2017 and 2019. Since the evaluation is mainly designed to strengthen learning and is thus forward-looking, the focus should be on current efforts and the identification of strategies and best practices that will improve gender-responsive humanitarian programming in the future.
16. For each of the three main focus areas, (1) gender-responsive programming, (2) capacity-building and (3) participation, the evaluation will seek to identify main challenges and obstacles in strengthening gender equality and empowerment of women and girls from a policy and operational perspective, and will highlight strategies and best practices to overcome these challenges. Moreover, enabling factors and 'game-changers' should be determined, taking into account the different contexts in which humanitarian operations take place.
17. Policies and strategies related to gender equality and the empowerment of women and girls as well as human resources and financial resources invested in and provided for it, are considered the foundation for these efforts, and should be included in the evaluation as such.
18. The evaluation will not specifically assess progress against stated objectives in a specific policy or accountability framework. However, relevant policy documents, in particular the IASC Policy on Gender Equality and the Empowerment of Women and Girls, will serve as a framework and starting point to reconstruct the Theory of Change and analytical framework for the evaluation.

### Evaluation Criteria and Questions

19. In general, IAHEs apply internationally established evaluation criteria. They draw from the evaluation criteria in the UNEG norms and standards;<sup>10</sup> OECD/DAC criteria for development programmes: i) relevance, ii) effectiveness, iii) efficiency, iv) impact and v) sustainability;<sup>11</sup> and the ALNAP criteria for the evaluation of humanitarian action: a) appropriateness, b) effectiveness, c) efficiency, d) impact, e) connectedness, f) coverage, g) coherence, and h) coordination.<sup>12</sup> The criteria used for this evaluation are listed below.

<sup>10</sup> See the UNEG website: [www.uneval.org](http://www.uneval.org)

<sup>11</sup> See the OECD/DAC criteria for evaluating development assistance. A factsheet can be found at: <http://www.oecd.org/dac/evaluation/49756382.pdf>. The DAC Network on Development Evaluation is currently working on a revised set of evaluation criteria. These will be taken into consideration if feasible.

<sup>12</sup> See the ALNAP guide for humanitarian action agencies: Evaluating humanitarian action using the OECD/DAC criteria at [www.alnap.org/pool/files/eha\\_2006.pdf](http://www.alnap.org/pool/files/eha_2006.pdf)

20. The evaluation's analytical framework will be structured around the following evaluation criteria and associated questions:<sup>13</sup>
- I. **Relevance** – To what extent are humanitarian responses tailored to the needs and vulnerabilities of women and girls? How are humanitarian programmes aligned to existing policies and tools related to gender equality and the empowerment of women and girls?
  - II. **Coherence** – How consistent are existing system-wide policies, program guidance and tools implemented among relevant humanitarian actors?
  - III. **Effectiveness** – Based on the preliminary Theory of Change (Figure 1), how effective are existing processes and structures to strengthen gender equality and the empowerment of women and girls in humanitarian programming? What factors influence the effectiveness of existing process and structures?
  - IV. **Coordination** – To what extent are efforts by different organizations to strengthen gender equality and the empowerment of women and girls in humanitarian programming coordinated and complementary?
21. Under these evaluation criteria and questions, which are linked to the evaluation scope, the Evaluation Team will identify more detailed key areas of inquiry and develop the analytical framework during the inception phase through consultations with members of the global Advisory Group and other relevant stakeholders.

## 7 METHODOLOGY

22. The IAHE will utilize a mixed-method approach and will carry out analyses of various sources of information including desk reviews, reviews of monitoring data, field visits, interviews with key stakeholders (affected populations, UN, NGOs, donors, the Government and others), individually and in focus groups, and through the cross-validation of data. This will ensure that the evaluation is inclusive of the views of diverse stakeholder groups.
23. The evaluation will be conducted by a team of independent evaluation experts with expertise in gender in humanitarian programming. The gender balance of the team will be ensured to the extent possible. If feasible, the team will include independent national evaluators for each of the country case studies. Further details regarding the Evaluation Team can be found in section 11.
24. The evaluation process will include (1) an inception phase, including a desk review and remote interviews with key stakeholders, after which the Evaluation Team will submit an inception report, (2) a data gathering phase which includes staggered country visits to each of the chosen country case studies, including travel to affected areas outside the respective capital region and surveys with affected people, HQ and remote interviews and a survey among program staff, (3) a reporting phase at the end of which the team will submit the final evaluation report, and (4) a dissemination phase with active participation of the Evaluation Team to maximize learning through presentations, workshops, etc.
25. The inception phase serves to refine the evaluation questions, refine the analytical framework and methodology, including reconstructing the Theory of Change, based on the preliminary Theory of Change in Figure 1. Moreover, countries that will serve as case studies will be selected during the inception phase based on a mapping of selected criteria and in consultation with the Management Group and global Advisory Group. The selection of case studies should allow for a comparison of cases where gender-responsive programming is successful and good practices are evident, to cases where there has not been much progress on gender-responsive programming. This will allow for a better understanding of 'game-changers' and enabling factors.
26. The evaluation will make use of four in-country case studies. The selection of case study countries will be based on a combination of criteria including but not limited to: the type of emergency and associated humanitarian needs, geographic diversity, the presence/absence of a gender advisor in the HC/RC

<sup>13</sup> The standard IAHE questions have been adapted based on discussions in the IAHE Steering Group, Management Group, and scoping interviews.



office, the presence/absence of an HCT/protection strategy, and the presence/absence of a GBV sub-cluster. These criteria will be fine-tuned during inception, and the final selection of case studies will be presented in the inception report. A small number of additional countries will be identified to be prioritized for document reviews and stakeholder interviews.

27. The methodology will include a mapping and review of relevant existing policies, handbooks and tools, leading to a comprehensive and well-arranged overview to be included in the evaluation report, in line with the main purpose of the evaluation to increase knowledge and share best practices across the humanitarian system.
28. The detailed methodology, including standardized data collection instruments (surveys, interview guides, etc.) will be developed during the inception phase of the evaluation. The Evaluation Team will ensure that questions and approaches are in line with established norms and standards as described below, and the Humanitarian Principles.<sup>14</sup>

### Special Considerations

29. **Relevance to context:** Attention should be given to the role of local contexts as well as cultural and social constructs in facilitating or impeding gender equality and the empowerment of women and girls in humanitarian action.
30. **Accountability to affected people:** To enhance accountability to affected people, the IAHE will endeavour to gain their perspectives on the gender-responsiveness of humanitarian programs and to incorporate these views in the evaluation findings.
31. **Inclusiveness:** The evaluation methodology will integrate participatory processes, especially at the community level,<sup>15</sup> to adequately engage women, men, boys, and girls of different ages and taking into consideration the existence of disadvantaged groups, such as people with disabilities.
32. **Innovative solutions:** Wherever possible, the Evaluation Team will identify innovative solutions to overcome challenges to enhancing gender equality and the empowerment of women and girls and that can help improve gender responsive programming in the future.
33. **Different emergency contexts:** To achieve applicability of evaluation findings across the humanitarian system, case studies should represent a variety of different emergency contexts, such as protracted crises, conflict, and natural disaster, as well as slow- and sudden-onset emergencies.
34. **Ethical considerations:** Due diligence will be given to effectively integrating good ethical practices and paying due attention to robust ethical considerations in the conduct of any IAHE as stipulated in the United Nations Evaluation Group (UNEG) Norms and Standards, specifically Norm 6 and Standard 3.2.

## MANAGEMENT ARRANGEMENTS AND STAKEHOLDER PARTICIPATION<sup>16</sup>

### Management Group (IAHE MG)

35. A small Management Group is established for this IAHE from among the IAHE Steering Group membership. The members the MG are mandated by their respective Steering Group representations within all the delegation of authority of the MG to manage IAHE deliverables as per the present guidelines. Good practice is for individual MG members to closely coordinate and consult where relevant with their respective Steering Group representatives to avoid last-minute objections on deliverables. The Evaluation Manager will serve as the chair of the MG and perform the role and responsibilities as outlined in the IAHE Guidelines.<sup>17</sup>

<sup>14</sup> [https://docs.unocha.org/sites/dms/Documents/OOM\\_HumPrinciple\\_English.pdf](https://docs.unocha.org/sites/dms/Documents/OOM_HumPrinciple_English.pdf)

<sup>15</sup> Such as: sex-separate focus group discussions, key informant interviews and targeted consultations with organized community groups such as women's associations, youth groups, etc.

<sup>16</sup> For further details on the specific roles and responsibilities of the different IAHE stakeholders, please see "Inter-Agency Humanitarian Evaluations of Large-Scale System-Wide Emergencies (IAHEs): Guidelines, developed by the IAHE Steering Group, May 2018.

<sup>17</sup> For further description of the roles and responsibilities of the Evaluation Manager, please see "Inter-Agency Humanitarian Evaluations of Large-Scale System-Wide Emergencies (IAHEs): Guidelines, developed by the IAHE Steering Group, May 2018.



36. Based on IAHE Guidelines and criteria,<sup>18</sup> the Management Group for this IAHE was established on a voluntary basis by member organizations of the Steering Group and is composed of UNFPA, UNHCR, UNICEF, WFP and OCHA, who will serve as chair and Evaluation Manager.

### **IAHE Global Advisory Group**

37. The IAHE Advisory Group represents stakeholders engaged in the thematic domain of gender equality and empowerment of women and girls. It plays a key role in advising the Evaluation Team and supporting the evaluation through the planning, implementation, and follow-up stages. It serves in an advisory capacity only, without having decision-making authority.

### **Working Modalities**

38. The membership of the IAHE AG is based on a contextualized mapping of key stakeholders that have an interest in the evaluation and/or are active in the area of work covered by the evaluation. These comprise UN agencies, international NGOs, local NGOs, resource partners, governments, think tanks and research institutions, as well as individuals recognized as experts in the area of gender equality and empowerment of women and girls.
39. The Management Group will compile a long list of perspective members and the final membership will be approved by the Steering Group, using the criteria of finding a balance between different profiles and constituencies. At least one of the members should come from either the IASC OPAG or EDG.
40. The Advisory Group will be appointed on a pro bono basis and should have contingency lists in case members are unable to participate or have to drop out. The Chair of the Advisory Group is selected by its members; if no other member of the IAHE AG volunteers, the member of the IASC OPAG or EDG will also convene and chair the Advisory Group.
41. The IAHE AG will typically meet remotely during the inception phase, the evaluation phase, and the reporting phase to provide inputs to the draft report.
42. Under the chairmanship, the IAHE AG will meet once the evaluation report has been finalized to discuss and provide inputs to the management response and action plan and subsequent updates as required.

### **Steering Group (IAHE SG)**

43. As per IAHE Guidelines, the IAHE Steering Group will approve the IAHE Terms of Reference, the final evaluation report, as well as any decisions with budget implications, on the basis of the recommendations provided by the IAHE Management Group

### **DELIVERABLES AND REPORTING REQUIREMENTS**

44. The quality of the evaluation report will be assessed according to the UNEG Norms and Standards for Evaluation and the OCHA Quality Assurance System for Evaluations.
45. The inception and draft reports will be produced jointly by the members of the Evaluation Team and reflect their collective understanding of the evaluation. All deliverables listed will be written in good standard English in line with the OCHA Style Guide. If in the estimation of the Evaluation Manager the reports do not meet required standards, the Evaluation Team will ensure at their own expense the editing and changes needed to bring it to the required standards. Final products will be professionally graphic designed.

### **Inception Report**

46. The Evaluation Team will produce an inception report not to exceed 15,000 words, excluding annexes, setting out:
- The team's understanding of the issues to be evaluated (scope), and their understanding of the context in which the IAHE takes place
  - Any suggested deviations from the ToRs, including any additional issues raised during the initial consultations

<sup>18</sup> For further details on the establishment of the Management Group please see "Inter-Agency Humanitarian Evaluations of Large-Scale System-Wide Emergencies (IAHEs): Guidelines, developed by the IAHE Steering Group, May 2018.

- A comprehensive stakeholders mapping and analysis
- A reconstruction of the Theory of Change underlying gender equality and empowerment of women and girls in humanitarian programming. Figure 1 presents a preliminary Theory of Change which should serve as a basis.
- A detailed analytical framework that shows how data will be coded and analysed
- A final list of evaluation questions (building upon the initial list provided in the present terms of reference)
- An evaluation matrix showing, for each question, the assumptions to be assessed, the indicators proposed and corresponding sources of information
- A comprehensive methodological approach for the evaluation
- Detailed fieldwork plan
- Detailed timeline for the evaluation
- Draft dissemination strategy of the evaluation findings (including with the IAHE Management Group and the IAHE Advisory Group)
- A case study brief template, including a standard evidence table/matrix aligned with the overall evaluation matrix, to ensure comparability of the data gathered through country visits and through other data collection tools

### **Evaluation Report**

47. The Evaluation Team will produce a single report of not more than 25,000 words / 50 pages (excluding the executive summary and annexes), written in a clear and concise manner that allows readers to understand the main evaluation findings, conclusions and corresponding recommendations, and their inter-relationship. The report should be comprised of:

- Table of contents
- Executive summary of no more than 2,500 words
- Summary table linking findings, conclusions, and recommendations, including where responsibility for follow up should lie
- Analysis of context in which the evaluation is situated
- Methodology summary – a brief chapter, with a more detailed description provided in an annex
- Main body of the report, including an overall assessment and findings in response to the evaluation questions, synthesizing findings from the global assessment and the case studies, conclusions, and recommendations.
- Annexes will include: (1) ToR, (2) detailed methodology, (3) list of persons met, (4) details of qualitative and quantitative analysis undertaken, (5) team itinerary, (6) all evaluation tools employed, (7) list of acronyms; and (8) bibliography of documents (including web pages, etc.) relevant to the evaluation, (9) assessment of the usefulness of the IAHE guidelines and process and main recommendations for their improvement, (10) case study briefs for each country case study.

48. For accuracy and credibility, recommendations should follow logically from the evaluation findings and conclusions, and be:

- Categorized as a) Critical, b) Important, or c) Opportunity for learning
- Relevant and useful and reflect the reality of the context
- Specific, clearly stated and not broad or vague

- Realistic and reflect an understanding of the humanitarian system and potential constraints to follow-up
- Suggest where responsibility for follow-up should lie and include a timeframe for follow-up
- Built upon and take fully into consideration previous recommendations to avoid any contradictions unless justified by collected evidence

49. The draft report will be reviewed by the IAHE Management Group and the final version cleared by the IAHE Steering Group prior to dissemination.

#### **Other evaluation products**

50. For each case study, the Evaluation Team will produce a case study brief of approx. 10 pages (excluding annexes). These case study briefs will follow a template developed during the inception phase to ensure comparability and will include a preliminary analysis of case study findings as well as an evidence table/matrix aligned with the overall evaluation matrix.
51. The Evaluation Team will produce presentations, as requested by the Management Group, including presentations to the HCs/HCTs of countries visited, IASC members, in-country presentations to local communities and affected people, etc. There will be one presentation summarizing the final evaluation report.
52. The Evaluation Team will prepare an overview of existing tools and manuals concerning gender equality and the empowerment of women and girls in humanitarian programming, which can serve as a useful guide for practitioners and policymakers. If feasible, this guide can be enhanced through practical findings from the evaluation.
53. The Evaluation Team will produce a 1-page and a 5-page document, each summarizing the final evaluation report. Additional evaluation products such as briefs, video presentations or précis may be proposed in the inception report.

#### **DISSEMINATION AND FOLLOW UP**

54. The Evaluation Team will conduct the following presentations:
- At the end of each field visit, the Evaluation Team will conduct an exit brief with the HCT, the relevant Government counterparts and (remotely) the IAHE Management Group to share first impressions, preliminary findings and possible areas of conclusions and recommendations. The brief will help clarify issues and outline any expected pending actions from any stakeholders, as relevant, as well as discuss next steps.
  - Upon completion of the draft evaluation report, the results of the IAHE will be presented by the Evaluation Team Leader (or Evaluation Manager) to the IASC in New York and Geneva.
  - Once the evaluation is completed, presentations of the main findings and recommendations will be made available to various fora as decided by OCHA and the IAHE Management and Steering Groups. The Evaluation Team may be requested to assist with these presentations.
55. The IAHE final report will be submitted to the IASC OPAG, the EDG and the Principals.
56. Once the evaluation results are finalized, national evaluators will help feed back results to communities who participated in the evaluation and to affected people and communities. All outputs will be shared with relevant focal persons from the communities where data collection took place. All efforts will be made to conduct dissemination workshops with women's organizations and implementing partners.
57. In addition to the Evaluation Report and oral briefings, the evaluation findings and recommendations can be presented through alternative ways of dissemination, such as websites, video, etc. The Evaluation Team will consider possible ways to present the evaluation and include a dissemination strategy proposal in the inception report.
58. The recommendations of the evaluation will be addressed through a formal Management Response Plan (MRP), as further detailed in the IAHE Guidelines.