



# Lockdown Learning Series: Part 2 Learning Compendium

## GENDER AND EVIDENCE FUNCTIONS IN SOCIAL DEVELOPMENT

30 April – 4 June 2020

UNICEF Regional Office for South Asia (ROSA)





## Foreword

Without addressing gender inequality, the full social development promised to every person under the current Sustainable Development Goals will not become reality. Without applying our evidence talents across evaluation, research, and studies we will not be able to document progress in promoting gender inequality. Today, there is more commitment than ever by government, development partners and civil society to promoting gender equality, however questions remain as to how to develop, document and evaluate programming. Fortunately, a wide variety of actors are applying thoughtful evidence approaches to gender issues. Much of this is happening on the ground in real life development and humanitarian programming.

In this context, the UNICEF Regional Office of South Asia in partnership with multiple offices across UNICEF and in collaboration with other organizations developed a multi-session learning series – the **'Gender and the Evidence Functions in Social Development'**. It consisted of eleven live webinars held from 30 April to 4 June 2020. More than five hundred registered participants - around 75% females and 25% males joined the Road Trip, together with the 35 facilitators and moderators. More than seven hundred cumulative attendees joined the live sessions. Given the COVID-19 context, there was an opportunity to apply new and innovative tools to support sharing and learning across the globe (for more information on the process, please go to 'Lessons from Organizing a Virtual Road Trip').

The Gender and the Evidence Function in Social Development platform shared experience, knowledge, and findings in a series of sessions based on the work of UNICEF and other committed partners. The sessions allowed for candid and honest discussion of challenges and successful results. The platform enabled important exchanges and guided learning on a range of critical topics:

- the sharing of tools and resources to conduct gender-responsive evaluations and research, including by adopting feminist evaluation approaches;
- the role of stakeholders, especially women's networks, in the evaluation processes;
- operationalization of the gender effectiveness scale and other methodologies and measurement techniques, including defining and sharing examples of transformative gender programming and effective engagement of boys and men;
- responsibilities and accountability of UNICEF, the broader UN system, civil organizations, governments, and the population in the work on gender equality and the empowerment of women and girls;
- tools and resources to conduct gender-responsive evaluations and support the most-at-risk population, including in emergency settings and in the context of COVID-19.

We cherish the community of practice that formed during the Road Trip we took together, and we hope that this report will continue to nurture sharing and learning among us.

**Maha Muna**  
Regional Gender Advisor  
UNICEF/ROSA

**Sam Bickel**  
Regional Evaluation Advisor  
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**GOAL**



## Road Trip Objectives

(Objectives of each session are noted separately under a session's content)

- 1** Foster peer learning across countries, regions, agencies and professionals by providing insights and knowledge on gender and evidence generation, sharing perspectives and strengthening gender capacity among the diverse group of participants.
- 2** Review the progress and bottlenecks in gender-responsive evaluation processes and gender programming, to reflect on lessons learned in South Asia and other regions where UNICEF operates.
- 3** Strengthen cross sectoral and inter-organizational synergies and identify opportunities and areas of collaboration to reinforce gender integration into the programming cycle of those allied in a commitment to gender equity.

## Session 1

**Presenters**  
Angela Smith  
Maha Muna  
Samuel Bickel

## How Much Do You Know About the Gender and Evidence?



## Session Objectives

- Increase participants' knowledge of gender issues.
- Increase participants' knowledge of evaluation methodological options.
- Allow a self-assessment of gender knowledge through an interactive quiz methodology, supported by an expert panel to expand on the methods and gender issues.

## Quizzes and Discussion

The session offered ten social development scenarios blending gender and evidence concerns. A question about the evidence approach needed for that scenario was posed and four answers were offered. Using a mobile voting app, participants voted and selected what they felt was the correct answer. The panelists then revealed the correct answer and discussed how gender-sensitive evidence can make gender programming more effective. Participants debated the answers and the implications, posed questions to the facilitators, and suggested resources to investigate the gender issues raised.



**I appreciate the quiz method as it allows everybody to participate. It also uncovered my "blind spots" in gender knowledge.**



## Q&A



Q. Is there best practice on developing detailed evaluation questions?

A. The best way is to bring everyone together starting from ToR development stage (partners, commissioners of evaluation, etc.). It is also important to make sure that gender aspects are cross-cutting through all stages. Practice shows that inadequate ToRs lead to unsatisfactory evaluation reports. We particularly recommend to consult UNICEF ROSA Gender Toolkit that has a section on gender-responsive evaluation, and other organizations' guidance on gender integration.



## Session 2

Alyssa Sharkey  
Asm Shahabuddin  
Elevanie Nyankesha  
Juanita Vasquez-Escallon  
Farhana Shams Shumi  
(UNICEF)

**Using Implementation Science for Gender Impact: Case Studies from UNICEF Bangladesh and from Global Immunization and Vitamin A Programming**



## Session Objectives

- Become familiar with Implementation Science and how it can be used to investigate long standing development problems that have a strong gender dimension

## Session 2 Overview

The session started with an **overview presentation on implementation research in programming**. It was noted that the offices are not often optimizing the benefits of research in implementation of their programmes. Implementation research can help identify the reasons behind bottlenecks and inform solutions. Based on research, adjustments to programmes can be made, also with a view to support evaluability of interventions. The process of an “embedded” implementation research was described in detail and the importance of its linkages with policy frameworks and national ownership was stressed. Among implementation research successes, the following were listed: 1) large appetite and appreciation of this type of work; 2) short implementation timeframe (9-12 months) and low cost of research that can bring real time meaningful results for implementation of programmes; 3) capacity building of decision-makers and stakeholders. Furthermore, examples of real-time use of implementation research in India and Ethiopia were provided.



The session continued with sharing of experience in **applying implementation research to improve programming with a gender focus in Malawi** through Vitamin A Supplementation (VAS) in the Expanded Programme on Immunization (EPI). In particular, a feasibility study, which was part of the research, identified priority areas for tackling immunization inequity: gender as cross-cutting theme, remote rural areas, urban locations, and conflict settings. A Gender Reflection was organized with stakeholders and possible solutions discussed. As lessons learned, the following were shared: 1) in order to identify gender-related immunization and VAS barriers, it is important to have good knowledge of gender and gender-responsive programming; and 2) joint work among stakeholders and staff with different expertise brings about better results.

Furthermore, **Bangladesh CO's experience on research on Keeping Girls in Schools to Reduce Child Marriage in Rural Bangladesh** was presented. Despite progress, there are still considerable gaps in transition from primary to secondary school, and 1/3 of girls who drop out, do so due to early marriage. A Bangladeshi NGO "Balika" tested a life-skills tutoring model to reduce the drop-out rate; however, it was undertaken outside government systems. UNICEF implementation research therefore aimed at answering a question on feasibility of adaptation of the NGO model using government systems. Methodological aspect included an impact evaluation component and implementation research approach. It allowed the researchers to assess whether the results are still there and not diluted, and how to retain the impact and operationalize the model's scale-up.



*Government ownership and involvement in implementation research made follow-up interventions at local level possible.*

At the final part of the session the implementation research on **Enhancing Facility-based Gender-responsive Adolescent-friendly Health Services (AFHS) in Selected Districts in Rural Bangladesh** was described. The research aimed at identifying successful examples of AFHS, challenges and enabling factors. Three innovative models were tested during the research: 1) interventions in courtyard (common space in a village); 2) intervention in schools; and 3) intervention in health facilities.

**Q&A**

**Q.** What is the difference between process evaluation, pilot study, and implementation research?

**A.** Process evaluation asks if the program is unfolding as was planned. Implementation research focuses on the pragmatic operational factors to test how best to deliver an intervention. A pilot study looks at an intervention that had not happened before.

**Q.** What can be done in terms of quality assurance to improve gender evaluation and implementation research?

**A.** There should be right expertise in the team complemented by gender expertise in the Reference Group. UN agencies gender-related guidance can also be consulted.

**Q.** Is implementation research more appropriate to investigate solutions that address rapidly changing gender barriers, compared to those deeply ingrained?

**A.** Implementation research is appropriate in both cases. It is possible to investigate solutions through linking implementation research to an acute sociological analysis, having complementary initiatives, and experimenting with adjustments.

**Q.** In emergency context like COVID-19, where technology and innovation are not feasible, are there proven interventions/IR examples that could retain girls' participation in learning, to reduce child marriage, GBV, and contribute to their protection?

**A.** In the absence of technology and innovation, we could see how communities can play a more crucial role. The role could be in either passing messages or collecting data from the community. But please don't give up on technological innovations, as even formerly remote communities will have members connected to the internet and social media.

## Session 3

Koorosh Raffii & Maha Muna  
(UNICEF)  
Florenca Tateossian &  
Sabrina Evangelista  
(UN Women)

## Real Time Assessment and Evaluation of Gender Issues in Humanitarian Crises

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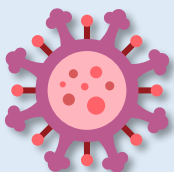


### Session Objectives

- Understand how ongoing and new gender issues can manifest in emergencies, and the need to carefully investigate them.
- Develop an understanding of how to rate the gender intent and impact of emergency programs using the new tool from UN Women.
- Reflect on the benefits and trade-offs between speedy/real-time approaches and more deliberate designs in humanitarian evaluations.

### Session 3 Overview

The session started with an introductory presentation on the **Heightened Vulnerability in Crises**. Women and men are affected by crises in different ways, and due to the breakdown of normal structures in emergency situations, women and girls are of particular risk of being subject to GBV, loss of income, and increased unpaid domestic work. Moreover, humanitarian responses rarely take gender issues into account, and recent corporate evaluations in UNICEF and UN Women found that there is room for enhancing gender-responsiveness in evaluations.



The following presenter touched upon the linkages between a **humanitarian cycle and evaluation**, accountability to affected population (AAP) and gender issues. As in all evaluation processes, it is important to have a good knowledge of what is being evaluated in a humanitarian context. Affected population should have access to feedback and complaint mechanisms, and it is important to ensure gender-responsiveness, transparency, and localization of humanitarian standards, such as the Core Commitments to Children in Humanitarian Situation (CCCs). Due to fluidity of humanitarian situations, it is often more efficient to conduct rapid assessments and real time evaluations, such as Real Time Evaluation Plus (RTE+), which differs from traditional RTEs: it also looks at results achieved, not only at the process of a humanitarian response, so that timely feedback is provided to allow for effective decision-making. Gender dimension is important for RTE+, starting from ToR development and throughout the following steps. In situations such as COVID-19, remote data collection becomes an indispensable tool. At the end of the presentation, some insights from the RTEs+ of UNICEF's contribution to responses to Rohingya crisis and to the humanitarian situation in South Sudan, and from the RTE+ on WASH in protracted crises, were shared.



Furthermore, The session continued with a presentation of a recently developed **UN Women Rapid Assessment Tool to assess gender equality and women’s empowerment in a humanitarian context**. The tool would provide a quicker assessment (2-3 days) of progress on gender equality and women’s empowerment (GEWE) results and enable humanitarian actors to make real-time adjustments to interventions when and where necessary. It assesses three dimensions: 1) women’s leadership and participation; 2) protection and safety; and 3) economic well-being. The tool has two key purposes: to assess the degree to which an intervention has addressed the differential needs of women and men, and to examine the degree of change achieved from a gender perspective. UN Women developed a guidance note on the use of the tool, which is largely based on UNDP Gender Results Development Scale to facilitate rating of results. It contains a dashboard, a questionnaire and an assessment grid. Whereas there are many tools available for gender-responsive planning and monitoring in humanitarian contexts, not many tools support the assessment of gender results.

The tool can be used throughout the programming cycle and can be adapted to different situations. Examples and lessons learned from piloting of the tool in refugee camps in Turkey and Bangladesh were provided.



*Women’s networks should be part of evaluation quality assurance mechanisms, as they represent the views of the most vulnerable.*

## Q&A

Q. How long are RTE+ findings are relevant for?

A. This is a challenging topic, as the findings should lead to speedy decisions that would improve the situation of the affected population. Within nine months the results of the management response should be seen for the findings to be meaningful.

Q. What is the difference between “gender sensitive” and “gender responsive”?

A. “Gender-sensitive” implies recognition of differences between women and men, whereas “gender-responsive” includes normative aspects on top of that.

Q. How are evaluations affected by COVID-19?

A. Adjustments are needed to the evaluations conducted during COVID-19. Remote tools (e.g. Zoom, Skype) and “do no harm” become particularly important. Advance knowledge of informants’ contact details and of the situation with regard to their communication means is needed. Social media can also provide valuable data.

Q. Would it be appropriate to use UN Women Rapid Assessment Tool to assess gender in COVID-19 situation?

A. Yes, given that COVID-19 pandemic is an emergency. However, the tool would rely on remote data collection methods.

## Session 4

Mussarrat Youssuf  
Nikola Balvin  
Shamshad Begum  
Maha Muna (UNICEF)

**How the UNICEF Offices in Pakistan and India Improved their Gender Focus in the Evidence Function**



## Session Objectives

- Understand how unconscious cultural assumptions about gender can distort both programme design and the evaluations that look at programme performance.
- Learn about practical changes that can be applied in the management cycle of evidence activities to improve gender inputs and analysis at the design, team recruitment, implementation, reporting, and utilization phases.

## Session 4 Overview

The first presentation focused on **gender-responsiveness of the Evaluation of UNICEF's Contribution to Strengthening Child Protection Systems in India**. In the beginning, session participants were invited to discuss the definition of gender socialization in different cultural contexts and the ways boys and girls are influenced by the latter.


The presentation next offered lessons learned with regard to rendering the evaluation process gender-responsive. It was noted that despite the evaluation's ToR containing gender aspects, more differentiated evaluation questions on gender would have brought more insights to data collection and analysis. Moreover, the role of CO's gender specialists could have been defined more precisely, and distribution of gender-related tasks within the evaluation team could have made the evaluation more gender-focused regardless of the equal number of men and women in the team. Whereas ethical considerations were thoroughly considered, and, for instance, separate FGDs were held for male and female beneficiaries, it was found that girls need more encouragement to speak up during interviews. Furthermore, despite sex-disaggregated data provided in the evaluation report, not all evaluation findings contained gender analysis. The presenter also argued that by grouping gender equality- with human rights-related questions in the evaluation, the specific focus on gender issues might have been lost. In addition, the evaluation did not cover disadvantaged groups, such as LGBTIQ, which is a lesson for future evaluations and research.

The session continued with the presentation on **UNICEF Pakistan's Journey towards Improving Gender Focus in Evidence Generation**. Promoting gender equality is central to UNICEF's mandate, therefore, the CO's Evaluation Team prioritized gender-responsive approach in evaluations and research, and closely engaged CO's gender specialists and programme teams in the evaluation processes. Moreover, the CO pays particular attention to gender balance in evaluation- and field teams, their cultural sensitivity, and inclusion of gender experts in reference groups.



*Gender bias exists in all contexts, including among UNICEF staff. It is an area where more efforts are required, and the reason behind the organization's changing culture towards gender programming.*

Gender-responsiveness is ensured throughout all evaluation phases, including ToR development, data collection (e.g. female enumerators for women; gender-, child rights-, and “do no harm” orientation for field data collectors), and quality assurance of evaluation products and management responses. Whereas previously gender issues were reflected in a stand-alone section of a report, the CO currently ensures that reports integrate gender aspects throughout all sections. Moreover, women and men are equally engaged into the dissemination workshops on evaluation reports and gender specific evaluation briefs are produced by the CO. Furthermore, gender-related ratings by UNICEF’s Global Evaluation Reports Oversight System (GEROS) provides the CO with suggestions and advice on making the evaluation processes more gender-responsive. As a result of these efforts and learning, the CO can support the Government in gender integration in some national M&E policies and frameworks.



*Gender related quality assurance is a very important part of the evaluation process and can be ensured by bringing in gender experts and women’s networks into the evaluation reference group.*

While the journey has been challenging, there are still issues with gender-disaggregated data, lack of interest and expertise within evaluation teams and Government stakeholders. Leadership and support of gender specialists, programme teams and evaluators are, therefore, crucial in ensuring gender-responsive evaluation processes.



## Q&A



Q. Should gender aspects be part of only Gender Equality and Human Rights section of the Evaluation Report or integrated throughout the latter?

A. The gender aspects should be integrated throughout all evaluation phases (e.g. design of ToR, inception phase, data collection and analysis, draft and final reports). Thus, the evaluation manager and the evaluation team would contribute to gender-responsiveness of the evaluation.



Q. Often the evaluation key informants are male. How can we ensure that women’s voices are captured during data collection?

A. UNICEF CO in Pakistan tried to ensure that the numbers of female and male respondents in each evaluation are equal. It implied, for example, engaging more female enumerators, contacting female leaders that could support reaching out to women, and facilitating female-only FGDs. Recently the CO noticed that women became more accessible for evaluation data collection processes and that they have more communication means than before.



Q. CO gender specialists might not always be available to review evaluation products. What other resources can help in such cases?

A. UNICEF CO in Pakistan tries to overcome this issue by building gender capacity of programme sections. In addition, support and advice is sought from Regional Office colleagues working on gender issues. There are also online resources to build one’s capacities, and UNICEF guides, such as Gender Toolkit.



## Session 5

Bharat Gautam  
Ahmad Shahvez  
Janette Hussain  
(UNICEF)

## Gender Learning from Evidence Efforts in Polio Eradication Programming in Afghanistan and Pakistan



## Session Objectives

- Understand the scope and sophistication of the M&E approaches used in polio eradication programming.
- Appreciate the multiple ways that gender issues influence polio programme success, and how the M&E approaches locate and analyze this information.

## Session 5 Overview

The session started with a presentation on the **Joint Polio Eradication Programme in Pakistan** (UNICEF, WHO and the Federal and Provincial Emergency Operation Centres on Polio) and its gender equality monitoring framework. Topics cover equal immunization rates among boys and girls, and the challenge of having female members in mobile vaccination teams, which is particularly pertinent in border- and remote areas due to security risks, non-acceptance of the vaccine by communities, and health infrastructure and capacity issues. UNICEF Pakistan CO learned that more of child focused monitoring is required, as well as improvement of monitoring tools, data analysis, and qualitative inquiry into the causes of missed vaccinations.



*Gender-specific data collection and analysis resulted in better gender-responsive polio eradication programming.*

The session continued with a presentation on **Gender Learning from Evidence Efforts in Joint Polio Eradication Programming in Afghanistan (UNICEF and WHO)**. With around 80% missed cases being in inaccessible areas, UNICEF CO decided to apply innovative thinking on vaccine delivery and gender-sensitive information. For example, the team ensured the increase of the number of female respondents in Polio Mini KAP studies, which provided very useful gender-specific findings. UNICEF engaged social mobilizers in its polio programme, however, whereas gender balance in social mobilizers teams was achieved, supervisors of the teams are still predominantly male.

Challenges also remain regarding misperceptions on polio side effects and recruitment of female vaccinators. Among all frontline workers, female participation is extremely low (13%), with 5% participation in rural areas.

The use of mobile data collection, such as Open Data Kit (ODK), allowed women vaccinators to reduce travel to remote and insecure areas. In addition, call centres were established to obtain feedback from communities, and more female staff can be hired as a result. The call centres also serve as a platform for the latter to safely report GBV cases. Remote data collection has also empowered women to become more vocal in sharing findings, while direct payment disbursement mechanism directly benefits women staff thus reducing corruption cases.

In the end of the session, the moderator touched upon the issue of fatigue in communities related to the fact that needs, such as WASH and nutrition, are not addressed. Examples of WASH and Polio sections working together to tackle the issue of contaminated water in Afghanistan, and success story of integrated services in Pakistan, were provided.



*Polio eradication programmes have been successful: Last 20 years, about 2.5 billion children have been immunized and about 18 million children prevented from paralysis. In 2019, only a few countries reported Polio with less than 200 cases.*



## Q&A



Q. Does the CO have phone survey respondents' gender composition?

A. There are very few female respondents with their own phones. The CO tries to reach them through mobilizers who can arrange to speak to them by someone else with a phone.



Q. Do you have ways of monitoring social media for spread of rumours?

A. In Afghanistan, UNICEF monitors social media and provide answers to the networks. Support from celebrities is also important in this issue. In Pakistan, the CO also monitors media and analyses trends on the popularity of media in different localities.



Q. What are some of the basic recommendations for policy makers?

A. Every policy should be gender-responsive. Any success depends on participation of beneficiaries. There are ways of mobilizing people in Islamic context, by making interventions culturally sensitive and localized.



## Session 6

Rui Nomoto  
Sanchi Ravishanker  
Rose Thompson Coon  
(UNICEF)

## Using Infographics About Gender and Evaluation in Dissemination and Utilization



### Session Objectives







- Share practical examples of infographics used in gender work, especially in Gender in Evidence efforts, such as research and evaluations.
- Present tools, especially Infogram and show the range of visualization options they offer to enable self-guided learning.
- Increase knowledge about how infographics can improve the interest in and use of evaluation results, programme guidance, studies, etc.

### Session 6 Overview

The first presentation focused on **creating simple infographics**, which is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic, including of a complex issue, such as gender equality. Infographics help readers understand and remember the content; they educate the audience about the programme; explain important concepts visually; raise awareness about an issue or cause; break down complex processes; compare various projects and processes; summarize and repurpose content; boost social engagement and improve brand awareness. The presenter provided examples of infographics on UNICEF ROSA Gender Strategy, ROSA Gender Toolkit, Gender Brochure, Gender Annual Results Report, and Gender in Humanitarian Context. Moreover, 6 steps of creating an infographic were shared and demonstrated by an example of the Gender Equality and Rights from UNICEF Annual Results Report 2019.

The following presentation touched upon **Infogram – online data visualization tool**. Few examples of infographics were shared, and the audience was invited to reflect on their content and visual friendliness. The key drivers of a strong infographic were noted: data, story, shareability and design. The presenter also shared possible solutions to the following challenges: (1) too much information in a report to be visualized; (2) limited amount of time to produce infographic; (3) visualizing qualitative data. The session included a demonstration of the use of Infogram and the ways it can support one's work, including presenting evaluation findings in a reader-friendly way.

#### 6 Steps to Creating an Infographic Outline

1. Pick a topic 
2. Pick your questions 
3. Choose a data collection tool 
4. Collect/organize data 
5. Decide title & subtitle 
6. Include notes for a designer 

### Q&A

Q. Are there specific rules on creating infographics?

A. UNICEF has a guide on the use of logo, colour, etc. and graphics manual. It depends on organizational policies.

Q. How to ensure data protection in infographics?

A. Privacy controls can be set up within the online infographic applications.

## Session 7

Tami Aritomi & Shreyasi Jha  
(UNICEF)  
Messay Tassew (UN Women)  
Sarwat Adnan (UN DCO)

## Applying a Gender Lens to Multi-country, Multi-organization Evaluations: Findings of the UN System Evaluations and Evidence Reviews



### Session Objectives

- Understand the benchmarks that are used by United Nations agencies in examining gender at the whole and multi-organizational level.
- Reflect on when and how to recommend gender to be examined through standalone evaluations versus incorporation as a cross-cutting theme in programmatic or other evaluations and reviews.

### Session 7 Overview

The session started with insights on **gender-responsiveness in UN cooperation frameworks**, such as the United Nations Sustainable Development Cooperation Framework (UNSDCF). UN System-wide Action Plan on Gender Equality and Women's Empowerment (SWAP) and UN SWAP Evaluation Performance Indicator (EPI) provide benchmarks on integration of gender aspects into UN programming. Gender equality and Leave No One Behind principles are enshrined in these frameworks. However, in practice, there are still challenges in ensuring gender-responsiveness of UN coordination frameworks.



A 2018 UN Women study assessed 23 UNDAFs through the gender lens and found that majority of UNDAF outcomes were either gender blind or gender neutral. Challenges remain in operationalizing the gender guidance; allocating gender-targeted funding; limited linkages to normative area (CEDAW); lack of comprehensive gender analysis in the Common Country Assessments; inconsistency in UN Country Teams' (UNCT) reporting on gender results; lack of data and of gender-sensitive budget analysis.



The following presentation focused on **UNDAF evaluation meta-synthesis with a gender lens**. The evaluation found that only 8% of UNDAF evaluations met UN SWAP EPI standards, whereas 38% missed requirements, and 54% – approached them. There is a strong correlation between gender-responsive UNDAFs and gender-responsive evaluations. Inclusion of gender equality- and human rights-related questions into evaluation ToRs led to better gender ratings of evaluations. Most of the meta-evaluation reported results were under governance portfolio, while the area of environment was found the least gender-sensitive.

The third part of the session covered UNICEF's position on gender equality and the evaluation function. UNICEF Evaluation Office is committed to integrating gender into evaluations. Gender aspects should be reflected throughout the whole evaluation process. An example of the evaluation of UNICEF Gender Action Plans (GAP 2014-2017 and 2018-2021) – first corporate gender evaluation in ten years - was provided. The presenter shared a summary of the findings which covered a broad range of UNICEF institutional areas (workplace and staffing, awareness and ownership of GAPs, institutional architecture, capacities and resources, accountability and corporate reporting), besides findings on programme- and operations-related issues. Dissemination and ownership of GAPs, capacities and knowledge of staff, and responsibilities and accountabilities on corporate GAPs reporting were the areas with the most limited effectiveness. The best performing areas were gender parity in UNICEF and institutional architecture (e.g. gender specialists in COs) to implement GAPs.



*Ensuring gender-responsive UN programming is a responsibility that must be shared by all UN agencies.*

## Q&A



Q. What is the value of gender-transformative evaluations for UN programming?

A. For instance, WASH programmes, even if they traditionally seem not to be concerned by gender issues, should definitely address gender dimension. For example, physical safety in accessing latrines is a major female concern in both developmental and emergency settings. A gender transformative evaluation can play an important role in highlighting these linkages.



Q. How can UN engage local women's groups in its evaluations?

A. Evaluation teams need to more systematically reach out to local groups. However, the latter should be engaged carefully, as the group members may not represent all voices in the community.





## Session 8

Maha Muna  
Samuel Bickel  
Noreen Khan (UNICEF)  
Lilia Ormonbekova  
(Evaluation Consultant, UNICEF)

Using Gender Findings from  
Country Programme  
Evaluations and Reviews  
Conducted in South Asia,  
Europe and Central Asia

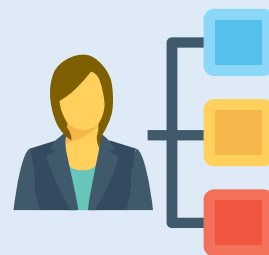


## Session Objectives

- Understand how gender can be investigated in Country Programme Evaluations (CPE) and reviews
- Reflect on how the gender focus in CPEs must adapt to the cultural context and to the program context, including in humanitarian settings.

## Session 8 Overview

The session started with an introduction of the Bill and Melinda Gates Foundation Gender Integration Marker which has three ratings: gender unintentional, gender intentional, and gender transformative. The marker is in many ways similar to UNICEF, UNDP and UN Women tools that allow measuring the extent of gender-responsiveness of interventions.



The session continued with a presentation on the **Evaluation of the UNICEF Bangladesh Country Programme of Cooperation (CP) 2017-2020**. The process was complex as it consisted of (1) the Strategic Positioning Evaluation (SPE) of the entire Bangladesh CP; (2) evaluation of gender in the CP; and (3) the Stakeholder Perception Study. In the gender component, the evaluation specifically looked at the CO's Gender Programme Review (GPR), gender in thematic sections, previous studies and research, and gender capacity baseline of CO staff. The presenter shared methodological differences between the CPE and the GPR and noted that the SPE did not have a separate gender section, due to a conscious decision to integrate gender-specific aspects in all SPE areas. Gender-related findings, especially the ones on the life-cycle approach to programming, and recommendations, were presented to the session's audience. One strength of this complex process was the fact that all exercises (SPE, GPR, perception and baseline studies) complemented each other, and in many ways supported overall CPE findings.



*Evaluators should understand larger, contextual problems, to enrich cooperation with gender specialists.*

Furthermore, the second panelist noted that Bangladesh CO has a long history of generation and use of evidence. Unique part of the CPE has been the humanitarian lens related to UNICEF's response to the Rohingya refugee crisis. CO is currently also conducting an evaluation of Ending Child Marriage Programme, and it was important to use all existing evidence for the CPE process. The CO experienced major internal shifts during CPE process – management team was new, and discussions were needed on taking CPE recommendations forward.


Both CPE and GPR revealed that strategic shifts are required in the use of gender analysis in all programme implementation stages; in changing unequal power dynamics; that more work is required with men and boys; the need to go beyond numbers and to have more cooperation with women's networks and advocates; to engage women and girls in programme design, and M&E; and to improve convergence of approaches to address drivers of harmful norms, such as early child marriage and GBV.


The session continued with an overview of **Gender Aspects in the Evaluation of UNICEF's Contribution to Refugee and Migrant Crisis Response in Greece 2016-2019**.


The presenter shared the steps UNICEF Regional Office in Europe and Central Asia (evaluation commissioner) and the evaluation team undertook to ensure gender-responsiveness throughout all stages of the evaluation. Whereas the UNICEF Programme in Greece had gender-specific interventions only in the Child Protection portfolio, the evaluation also assessed other thematic areas (education and child rights monitoring) with the gender lens. It allowed drawing respective conclusions and providing gender-specific recommendations that could strengthen the office's gender culture and potentially benefit the affected population in a more effective and gender-sensitive way. One of the recommendations stressed the importance of developing a programme results matrix that contains gender-targeted and sex-disaggregated indicators equally distributed across thematic areas, in order to facilitate the gender-related evaluability of programme interventions in future.



*Buy-in and ownership from stakeholders' side is crucial in making gender programming possible.*



**The learning series bring in thematic experts and most relevant evidence, and probably we need to do this type of learning series more often.** 




**Q&A**

 Q. Was there Government buy-in in the Bangladesh SPE?

A. UNICEF reached out to the Government and received its support to conduct the evaluation. 

 Q. Why gender-responsive evaluation is needed?

A. If we do not assess gender dimension, we would lose many aspects, especially in complex contexts such as that in Bangladesh. Commitment to gender-responsive evaluation in the case of UNICEF Bangladesh CO led to increased attention to gender aspects in evaluation reports: gender-specific content is omnipresent and thus the evaluation reports reflect the gender issues in the country better. 

 Q. UNICEF being more associated with child rights section, what are other areas in Greece that require gender programming?

A. UNICEF response in Greece revealed many areas where gender-responsive programming is required. As a result of the evaluation, gender-specific recommendations were developed, e.g. on the need to ensure gender-sensitive content in education curricula for migrant and refugee children, as well as other children in Greece, improvement of GBV prevention and response for all groups of population. 

## Session 9

Zahrah Nesbitt-Ahmed  
Alessandra Guedes  
Maha Muna  
(UNICEF)

**Using Evidence for Gender Impact: Research Priorities for: a) Addressing the Intersections between Violence against Women (VAW) and Violence against Children (VAC), and b) Gender-Responsive Social Protection**



## Session Objectives

- Explore how research and evidence are used to i) improve the design and implementation of social protection programmes that are gender-responsive and age-sensitive, and ii) mobilize action to address VAW/VAC - in order to attain the desired impact.

## Session 9 Overview

The session started with a presentation on **Gender Dimensions of VAC and VAW: Generating and Using Evidence to Guide Actions**. The knowledge on violence and its types allows UNICEF Office of Research – Innocenti – to develop small pilots which can be scaled up, if successful. According to Innocenti, gendered analysis of evidence shows clear sex differences in levels, patterns, and risk factors for violence. It also demonstrates that unequal gender norms increase vulnerability to violence.



VAW and VAC intersect in many ways: for example, witnessing domestic violence against a parent (most often, mother) affects children as they may repeat the harmful practices in their adult lives.

Over the last few years, evidence supported improvement of normative frameworks and services. To close the gaps in the research, Innocenti works in five areas: it (1) generates knowledge and evidence; (2) increases awareness and the use of existing evidence; (3) strengthens capacity for evidence generation; (4) strengthens research networks; and, in the current context, (5) conducts COVID-19 related work. The panelist also provided an example of research on the intersections of violent discipline and intimate partner violence in Latin America and the Caribbean.

The session continued with a presentation on **Gender-responsive and Age-sensitive Social Protection (GRASSP)** – a five-year programme that focuses on generating respective evidence. Sources of evidence in GRASSP include mapping of research on how social protection contributes to gender equality, online expert consultations, literature reviews, and other. Innocenti is also working on addressing evidence gaps in the area.



*Evidence-based data helps designing gender-responsive programmes.*

One of important diagnostic tools used by GRASSP is the Gender Integration Continuum which helps evaluate the effectiveness of an intervention in addressing gender inequalities in programme design, implementation, and M&E (gender discriminatory, blind, sensitive, responsive, transformative). Session 9 participants were engaged into a multiple choice poll on rating examples of interventions against the Continuum's grid. At the end of the presentation, the panelist shared a checklist on key issues to consider for gender research, namely, at the conceptual-, research-, and dissemination stages.

Gender discriminatory → Gender blind → Gender sensitive → Gender responsive → Gender transformative

At the end of the session, panelists touched upon the Sexual Violence Research Initiative (SVRI) – network of researchers and activists that aim at translating evidence into practice in low- and middle-income countries. It works on all forms of VAW and has been instrumental on raising awareness on the issue.

## Q&A

Q. What are different classifications and types of violence against women?

A. There are many types of VAW. Most research looks at physical and/or sexual violence. There is no agreement among researchers on the definition of emotional violence (WHO and UN Women are working). There is also a new type of violence, the one perpetrated via technology.

Q. How can we address gender issues among adolescents, following life-cycle approach?

A. Gender issues are different for different age groups. GRASSP, for example, had initiated relevant research and used it in programming.

Q. Does UNICEF use proxy indicators to measure change in gender norms?

A. Innocenti looks into other datasets. There might be methodological challenges related to the differences in datasets, however, it is always beneficial to have variety of data sources.

Q. What can be done to strengthen capacity for VAW evidence generation in COVID-19 situation?

A. VAW and VAC should be included in COVID-19 response, and data collectors should receive appropriate protection tools (kits). In situations like COVID-19, women and children are trapped inside their homes with potential and actual perpetrators. To help women and children seek support without alerting a perpetrator, communication tools, such as Silent App, can be used. There are also possibilities for VAW victims to use code words at help points, to ask for help.

## Session 10

Lauren Rumble (UNICEF)  
Emma Samman (ODI)  
Chandre Gould, Matodzi Amisi &  
Diketso Mufamadi (VPF)  
Rituu B Nanda  
(ISST and EvalGender)

## Bridging the Evidence-to-Action Gap: Global and Country Perspectives in Gender Programming



## Session Objectives

- Understand the role effective dissemination of evidence can play in gender transformative programming.
- Be able to identify the evidence-to-action gap in one's own setting.
- Start exploring how gender equality can be incorporated in one's evidence function in a more systematic way, especially in addressing restrictive gender norms.

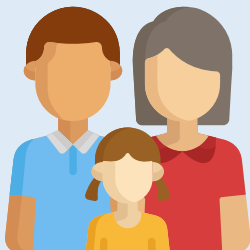
## Session 10 Overview

The session started with an overview of a UNICEF multi-country evaluation on **South Asia's Current Community of Health Worker (CHW) Policies and Support Systems and their Readiness for Community Health Workers' Expanding Roles and Responsibilities within Post-Astana National Healthcare Strengthening Plans**. The evaluation aims at supporting governments in seven South Asian countries in establishing their respective CHW policies. The evaluation is not summative, but rather a "readiness-for-change" assessment endorsed by national stakeholders in each country that are willing to learn from the findings.



Whereas there are between 12% to 90% of women among CHW in the studied countries, the policies on volunteer selection and capacity building of CHW are mostly gender-blind. The evaluation scope does not include CHW working conditions directly, however, the evaluation questions ask whether the governments know about CHW education, family income, work safety, learning opportunities, etc.; and whether there are possible threats to female CHW empowerment. By bringing in the strong gender component into the evaluation, UNICEF aims at informing future CHW policies to be gender-sensitive and benefiting female CHWs the same way as the male CHWs.

The session continued with a presentation on **Monitoring the Gender Socialization Programme, its Challenges and Ways Forward**. The Programme is implemented in nine countries and across different thematic portfolios. The presenter shared an example of a programme component in Nepal, which aims at changing fathers' behaviour towards household chores and time spent with children. Monitoring the programme is challenging: the intervention time frame is short; there is a reliance on qualitative data collected from small groups; data collection is conducted only among participants; disruption due to COVID-19 context. The presenter shared with the audience the Programme's ways to overcome those challenges.



Furthermore, an overview of the **Violence Prevention Forum in South Africa** and its activities were shared with the audience. The Forum plays a convening role among professionals and activists that work on reducing violence. Recent evaluation identified enabling factors of the Forum's effective work: awareness on power and gender, trust, fun, strong support system, diversity of participants, knowledge repository, and flexible funding structures. The Forum's expertise fed into the development of South Africa's National Strategic Plan on Gender-based Violence Prevention and Femicide. The Forum also facilitated creation of a sister network - the South African Parenting Programme Implementers Network.

The session ended with a presentation on the **Gender and Evaluation Community of Practice (CoP)** that provides evaluation practitioners with networking and learning opportunities. CoP contributed to development of UN gender-related guidances; knowledge sharing on gender and M&E; tools on measuring women's empowerment; adapting to COVID-19; mentoring of young evaluators. Building a sense of community is a great result of the CoP which is demonstrated by members supporting each other when faced with evaluation-related challenges.



*Evaluative thinking, triangulation, embedding continuous feedback, relationships, transformational change, - are key in ensuring gender-responsive M&E.*

## Q&A



Q. How can one manage the social desirability bias in the focus discussions about impacts? For example, when people report change just because they know somehow that that is what is desirable?

A. The bias can occur in many studies and evaluations. If bias is detected, confirmation questions are needed. If these don't further validate the findings, one could follow-up with individual calls, physical observation, documentary evidence on some aspects of change (e.g. medical records, other documents). It is also good to have an agreement on which way the desirability should be going in the community, to support detecting potential desirability bias.



Q. What is the effect of COVID-19 on the Gender Socialization Programme?

A. Monitoring in times of COVID-19 is still ongoing. We are trying to learn from the impact of the pandemic and to separate its effects from the non-COVID-19-related interventions.



## Session 11

Chandi Kadirgamar  
(Independent Consultant)  
Tom Pellens (UNICEF)

## Defining Impact in Gender Equality Programming and Measuring It



### Session Objectives

- Be sufficiently familiar with the Gender Response Effectiveness Scale to employ it in one's evaluative or research work.
- Comprehend the complexity of designing an impact evaluation for a multi-factorial problem like ending child marriage.

### Session 11 Overview

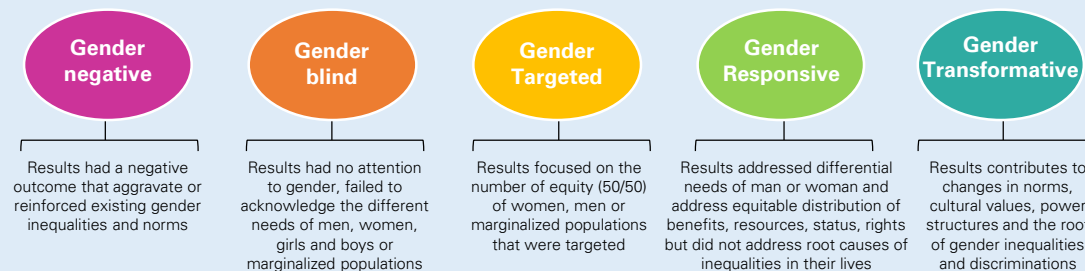
The session started with an introduction of the **Gender Results Effectiveness Scale (GRES)** – a tool developed for 2015 Evaluation of UNDP's Contribution to Gender Equality and Women's Empowerment. The presentation touched upon GRES design process, the rationale behind its development, and the piloting of the tool by the evaluation team.

Due to the fact that the use of GRES, and definitions of its criteria, in particular, were also a learning process for the evaluation team, the latter developed a "cheat sheet" that provided details of what, for instance, could refer to a "gender blind" or "gender transformative" results, and other. Using the example of the area of women's political participation, the presenter demonstrated the way results can be coded as gender targeted (e.g. women's increased electoral knowledge), gender responsive (e.g. more gender champions emerging), and gender transformative (e.g. women have the same power and status as men, in political establishments).



*The session provoked an interesting discussion on the balance between RCTs and the feminist and participatory approach to evaluation – an issue that should be looked into at the UN system level.*

The panelist also provided examples of GRES ratings across evaluated countries, and overall overview of gender results across UNDP thematic areas. As such, the evaluation found that most of UNDP results were gender targeted; a few were rated as gender transformative; and only the democratic governance area was rated as gender responsive. The least number of gender responsive, targeted, and transformative results were found in the environment portfolio, thus demonstrating the need for UNDP to leverage its work on gender holistically across thematic areas.



The session continued with a presentation of an ongoing **UNICEF impact evaluation of the Initiative on Improving Adolescent Lives in Afghanistan, India and Pakistan (2015-2020)**, which covers the issues of child marriage, adolescent pregnancy and school participation. The presenter provided details on the evaluation design, which strongly relies on quantitative data and comparison of overall set of interventions with counterfactual, and whereby the qualitative data collection aims at analysing variations of the programme approach in the three countries and in different contexts.

For the purpose of the evaluation, the definition of gender impact was based on the quantitative impact evaluation specifics - any effect attributable to the intervention (unlike “impact” in OECD/DAC definition or “impact” in a results chain). As such, gender impact was defined as the “net” effect on gender specific outcomes (e.g. child marriage), and the influence of gender on non-gender specific outcomes (e.g. gender and education).

Gender specific concerns that ensure gender-responsiveness of the evaluation were also noted: qualitative and quantitative data collection and analysis that take gender differences into account (gender-sensitive questionnaires; stratified sampling of boy and girls, women and men; age that likely interacts with gender differences; separate data collection for different sex and age groups); gender mixed evaluation team; and active engagement of UNICEF gender specialists into the process.

## Q&A

Q. Were there limitations to using GRES tool?

A. Unfortunately, one of the limitations was that the UNDP evaluation did not look into disabilities.

Q. How often does UNICEF use GRES?

A. GRES is referenced in UNICEF Guidance on Gender Responsive Evaluations. UNICEF 5-point scale on measuring gender-responsiveness in programming has many similarities with GRES. There is also a tool for measuring gender equality in humanitarian settings.

Q. Is there a conflict between the Randomised Control Trial (RCT)-based evaluation research and feminist and participatory research, which have fundamentally different values?

A. Methods are based on the purpose of the evaluation. There can be a combination of RCTs and of the participatory approach, however, the right method should be based on the objectives of the evaluation.

Q. In the UNICEF impact evaluation example, was gender segregated analysis considered at the design stage, especially for outcomes where gender is influencer/effect-modifiers? Did it pose additional costs on impact evaluation (e.g. due to increased sample size) and how were they justified? Often, one faces problems in integrating gender in impact evaluation because of the cost.

A. Impact may not be measured separately for girls and boys because of the sample size requirements. However, gender will be included as independent variable in the estimation regressions to examine the influence of gender.



# ANNEX: USEFUL RESOURCES

The followings present useful resources under each session. All the resources can be also accessed at [https://padlet.com/unicef\\_rosa/gender\\_evidence](https://padlet.com/unicef_rosa/gender_evidence) (password: 20G&Eroadtrip20).

## 1 How Much Do You Know About Gender and Evidence?

- Session 1 [Recording](#)
- UNEG. Integrating Human Rights and Gender Equality in Evaluations. 2014. Available at <http://www.uneval.org/document/detail/1616>
- UNEG. United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women Evaluation Performance Indicator. Technical Note. Available at <http://www.unevaluation.org/document/detail/1452>
- UNICEF. Guidance on Gender Integration in Evaluation. 2019.
- UNICEF ROSA. Gender Toolkit, Section 2 (pages 75-89), Headline: Results/Gender Checklists, Step 5: Evaluation. Available at <https://www.unicef.org/rosa/sites/unicef.org/rosa/files/2018-12/Gender%20Toolkit%20Integrating%20Gender%20in%20Programming%20for%20Every%20Child%20UNICEF%20South%20Asia%202018.pdf>
- UN Women Handbook. How to Manage Gender-responsive Evaluation. Available at <https://genderevaluation.unwomen.org/en/evaluation-handbook>

## 2 Using Implementation Science for Gender Impact: Case Studies from UNICEF Bangladesh and from Global Immunization and Vitamin A Programming

- Session 2 [Recording](#)
- Asm Shahabuddin, Presentation: Overview of Implementation Research and Delivery Science at UNICEF
- David H. Peters, Nhan T. Tran, Taghreed Adam. Alliance for Health Policy and Systems Research and WHO. Implementation Research in Health. A Practical Guide. 2013
- UNICEF. 7 Steps of Embedded Implementation Research
- UNICEF. Concept Brief: Embedded Implementation Research at UNICEF. 2018
- UNICEF. Implementation Research Generic Partner Roles, Timeline and Budget, January 2019
- UNICEF. Implementation Research for Immunization. Summary Report of Global Activities supported by GAVI, the Vaccine Alliance, 2015-2018
- UNICEF. Pakistan Implementation Research for Immunization. A Compilation of Project Objectives, Results and Recommendations. 2018

## 3 Real Time Assessment and Evaluation of Gender Issues in Humanitarian Crises

- Session 3 [Recording](#)

- ALNAP. Evaluation at Humanitarian Action Guide. 2016. Available at <https://www.alnap.org/help-library/evaluation-of-humanitarian-action-guide>
- ALNAP. Responding to COVID-19. Guidance for Humanitarian Agencies. 2020
- IASC. Guideline. The Gender Handbook for Humanitarian Action. 2018. Available at <https://interagencystandingcommittee.org/iasc-reference-group-gender-and-humanitarian-action/iasc-gender-handbook-humanitarian-action-2017>
- IASC. Inter-Agency Humanitarian Evaluations. Available at <https://interagencystandingcommittee.org/inter-agency-humanitarian-evaluations>
- J-PAL. Best practices for Conducting Phone Surveys. 2020
- UNDP. Evaluation during a Crisis: COVID-19. 2020
- UNFPA. Adapting Evaluations to the COVID-19 Pandemic. 2020
- UNFPA. Evaluation Quality at UNFPA. 2019. Available at <https://www.unfpa.org/admin-resource/evaluation-quality-assurance-and-assessment-tools-and-guidance>
- UNICEF. Decision Trees for Evaluations at Pre/Post Contract Phase, Including at Pre/Post Data Collection. 2020
- UNICEF. Gender Action Plan 2018-2021. Available at [https://www.unicef.org/gender/files/Gender\\_Action\\_Plan\\_brochure-web.pdf](https://www.unicef.org/gender/files/Gender_Action_Plan_brochure-web.pdf)
- UNICEF. Gender-Responsive Social Protection during COVID-19: Technical Note. 2020
- UNICEF. Global Evaluation Report Oversight System. Handbook for UNICEF Staff and Independent Assessors. 2017
- UNICEF. Guidance and Procedural Note on Managing Real-Time Evaluations Plus (TRE Plus). 2019.
- UNICEF. Technical Note. Response of the UNICEF Evaluation Function to the COVID-19 Crisis. 2020
- UN Women. Data Repository. Available at [www.data.unwomen.org](http://www.data.unwomen.org)
- UN Women. Global Evaluation Report Assessment and Analysis System. Available at <https://gate.unwomen.org/>
- UN Women. Rapid Assessment Tool. Available at <https://www.unwomen.org/en/digital-library/publications/2020/05/rapid-assessment-tool-to-evaluate-gewe-results-in-humanitarian-contexts>

## 4 How the UNICEF Offices in Pakistan and India Improved their Gender and Evidence Function

- Session 4 [Recording](#)

## 5 Gender Learning from Evidence Efforts in Polio Eradication Programming in Afghanistan and Pakistan

- Session 5 [Recording](#)

## 6 Using Infographics About Gender and Evaluation in Dissemination and Utilization

- Session 6 [Recording](#)
- Infogram: <https://infogram.com/>
- The Noun Project, good resource for icons: <https://thenounproject.com/>
- Colour palates: <https://colorbrewer2.org/#type=sequential&scheme=BuGn&n=3>
- Presentations, infographics, ePoster, video presentations, etc.: <https://genial.ly>
- A visual workspace that combines diagramming, data visualization, and collaboration to accelerate understanding and drive innovation: [https://www.lucidchart.com/pages/tour/visio\\_alternative](https://www.lucidchart.com/pages/tour/visio_alternative)
- Piktochart: Useful for making infographics, presentations, flyers, posters and reports: <https://piktochart.com/>
- Venngage: free infographic maker with over 100 templates; has a free video tutorial on making an infographic: <https://venngage.com/>
- Icons (free and loyalty free):
- Icon rainbow: <https://icon-rainbow.com/>
- Icoon mono: <https://icoon-mono.com/?lang=en>
- Icon Monstr: <https://iconmonstr.com/>

## 7 Applying a Gender Lens to Multi-Country, Multi-Organization Evaluations: Findings of the UN System Evaluations and Evidence Reviews

- Session 7 [Recording](#)
- Dr. Shreyasi Jha. Why it is Important to Integrate Gender and M&E? Available at <https://www.youtube.com/watch?v=ZANmPcs8eyk#action=share>
- UN Women. Gender Responsive Budgeting and Aid Effectiveness Knowledge Briefs. 2010. Available at <https://gender-financing.unwomen.org/en/resources/g/e/n/gender-responsive-budgeting-and-aid-effectiveness-knowledge-briefs-eng-unifem-2010>

## 8 Using Gender Findings from Country Programme Evaluations and Reviews Conducted in South Asia, Europe and Central Asia

- Session 8 [Recording](#)
- Bill and Melinda Gates Foundation. Gender Integration Marker. Available at [www.gatesgenderequalitytoolbox.org](http://www.gatesgenderequalitytoolbox.org)
- UNICEF Regional Office in Europe and Central Asia. Making the Invisible Visible. Available at <https://www.youtube.com/watch?v=G5kTKUuzoxg&feature=youtu.be>
- UNICEF Regional Office in Europe and Central Asia. Gender-based Violence Programme Overview. Refugee and Migrant Response. 2019
- Women's Refugee Commission. "More Than One Million Pains": Sexual Violence Against Men and Boys on the Central Mediterranean Route to Italy. 2019. Available at <https://www.womensrefugeecommission.org/research-resources/more-than-one-million-pains-sexual-violence-against-men-and-boys-on-the-central-mediterranean-route-to-italy/>

## 9 Using Evidence for Gender Impact: Research Priorities for: a) Addressing the Intersections between Violence against Women (VAW) and Violence against Children (VAC), and b) Gender-Responsive Social Protection

- Session 9 [Recording](#)
- UNICEF. Caring in the time of COVID-19: Gender, unpaid care work and social protection. April 2020. Available at <https://blogs.unicef.org/evidence-for-action/caring-in-the-time-of-covid-19-gender-unpaid-care-work-and-social-protection/>
- UNICEF Office of Research – Innocenti. GRASSP Think Piece Series. Available at <https://www.unicef-irc.org/publications/1073-grassp-think-piece-series.html>
- UNICEF Office of Research – Innocenti. Gender-responsive and age-sensitive social protection. Available at <https://www.unicef-irc.org/research/gender-responsive-and-age-sensitive-social-protection/>
- UNICEF. Five ways governments are responding to violence against women and children during COVID-19. Available at <https://blogs.unicef.org/evidence-for-action/five-ways-governments-are-responding-to-violence-against-women-and-children-during-covid-19/>
- UNICEF Office of Research – Innocenti. Remote data collection on violence against women during COVID-19: A conversation with experts on ethics, measurement & research priorities (Part 1). Available at <https://www.unicef-irc.org/article/1997-remote-data-collection-on-violence-against-women-during-covid-19-a-conversation-with.html>

## 10 Bridging the Evidence-to-Action Gap: Global and Country Perspectives in Gender Programming

- Session 10 [Recording](#)
- Gender and Evaluation Community of Practice. Accessible at <http://gendereval.ning.com>

## 11 Defining Impact in Gender Equality Programming and Measuring It

- Session 11 [Recording](#)
- UNDP. Evaluation of UNDP Contribution to Gender Equality. 2015. Available at <http://web.undp.org/evaluation/evaluations/thematic/gender.shtml>
- UNDP. How-To Note. Deepening Gender Analysis of Gender Equality and Women's Empowerment (GEWE) in Your Evaluation.
- UNDP. How-To Note. Self-training Exercise on GRES.
- Impact Mapper at <https://www.impactmapper.com/>
- Website of the GRES developer, Alexandra Pittman, at <https://www.alexandrapittman.com/>

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