

Annex 2 – Evaluation tools for team members

1. Six-point scoring scale

1=very poor; 2=poor; 3=inadequate; 4=adequate; 5=good; 6=excellent; NA= Not applicable

2. Outline of the country reports

- a. Relevance to national policies;
- b. Brief description of the portfolio of interventions, both GAD and non GAD related and reasons for differences between the two groups;
- c. Overall effectiveness, impact and sustainability of FAO's GAD related work;
- d. FAOR and project staff awareness and knowledge about GAD;
- e. Government and other stakeholders' assessment of FAO's work at national level in GAD;
- f. Overall assessment of the awareness, knowledge and use of FAO's GAD GPG at national level; and
- g. Any other relevant issue.

3. Outline of the report for GAD/WID projects assessed in detail at country level

Each criterion will have to be scored on the six-point scale in relation to GAD mainstreaming and women's empowerment:

- I) Background (not scored)
- II) Relevance
- III) Design
- IV) Implementation
- V) Results/effects
- VI) Sustainability and impact
- VII) Effectiveness of capacity building
- VIII) Effectiveness of partnerships
- IX) Effectiveness of participation
- X) Social inclusion

4. Assessment of evaluation reports: questions used for scoring 15 evaluation reports on the six-point scale

1. Have the evaluators made any reference to FAO GaD-PoA or gender-related policy statements by the FAO as a baseline against which to make their judgements?
2. Have the evaluators moved beyond the references – or lack of references - in the ProDoc to gender issues and have they been able to identify what has actually happened related to gender and equity in the project/programme?

3. In the context of highly technical projects, has there been any attempt to appraise the gender dimensions of the project?
4. Have the evaluators kept in mind that a gendered approach involves not only women but also men, if this was relevant in the project?
5. How far have the evaluators produced clear conclusions and recommendations related to gender equality based on hard evidence which can be fed back into policy formulation/implementation?
6. Besides looking at beneficiaries and changing structures of gender relations, have the evaluators considered the composition of project/programme teams and the skills sets of these teams?
7. What has been the level of acceptance and implementation of gender-focused recommendations, according to the Management Reports and Follow-up reports.

5. Matrix for the Assessment of FAO Global Public Goods, on the six-point scale

Global Public Good title	Type (database, publications, report, etc.)	Partners (Yes/No, list)	Relevance of GAD to the topic	Technical quality of GAD contents	Innovativeness on GAD	Potential impact as advocacy tool	Potential impact as capacity development tool	Links between GAD and social inclusion

6. Descriptors for the assessment of FAO Global Public Goods, on the six-point scale

Descriptors for assessing FAO Global Public Goods							
Score	Qualifier	Relevance for GAD	Technical quality of GAD contents	Innovations on GAD	Potential Impact as Advocacy Tool	Potential Impact as Capacity Development Tool	Links between GAD and Social Inclusion
6	Excellent/ very high	A GAD approach (mainstreaming GAD) is a key issue in the understanding and management of the topic treated;	GAD issues mainstreamed through whole document with contributions aware of state of the art discussions	Document makes a major innovative contribution to understanding of GAD issues	Document clearly written with well-chosen case studies, an awareness of target audience and potential controversial aspects	Clear argument and well-chosen case studies coupled with either capacity building materials or directions towards such materials	GAD issues mainstreamed into discussions of social inclusion with concrete suggestions as to successful integration
5	Good/high	A GAD approach is an important factor in the understanding and management of the topic treated.	GAD issues dealt with in discrete sections but not integrated holistically <i>OR</i> GAD addressed holistically but in a limited theoretical fashion	Document makes an innovative contribution to understanding of GAD issues	Clearly written and well-argued document with good case studies but little acknowledgement of target audience and advocacy channels	Clear argument and well-chosen case studies coupled but limited capacity building materials or poor directions towards such materials	GAD and Social Inclusion treated as separate entities and linkages examined in some detail
4	Adequate/ some relevance	A GAD approach is one of the features that needs to be taken into account for proper understanding and management of the topic treated	GAD issues mentioned but not in detail, holistically or in a theoretically aware manner	Document makes limited contribution in introducing new thinking on GAD issues	Document written in an accessible fashion but with little mention of gender roles or women's issues	Accessible material presented in a form which can be used in capacity building activities	Interface between GAD and Social Inclusion recognised but not elaborated
3	Inadequate/ little relevance	A GAD approach can help in understanding and managing the topic but it is not a key element	GAD issues mentioned in passing but not elaborated	Document reiterates existing GAD thinking and approaches	Poorly written and/or argued with limited useful positive messages	Material lists existing activities and is not appropriate for capacity building	GAD and Social Inclusion treated as separate entities with little recognition of linkages
2	Poor/limited relevance	A GAD approach does not add anything to the proper understanding and management of the topic treated	GAD and women issues only mentioned superficially in passing	Document adopts old positions in WID-GAD	Poorly written and presented with no usable message	Badly chosen material with impractical advice as to use	Links between GAD and Social Inclusion mentioned only in passing

Evaluation of FAO's role and work related to Gender and Development, Annex 2 – Evaluation tools for team members

1	Very Poor/ no relevance at all	A GAD approach is totally useless for the topic treated	No mention of GAD	Document does not deal with GAD at all	Confusing and contradictory document as advocacy tool for GAD	Conceptually banal coupled with no advice on use.	No mention of linkages
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7. Check-list for meetings in HQ

1. Ask the interviewee to describe his/her self-assessment of the level of attention to women's issues and to gender mainstreaming in respective technical work, including projects and normative products; If the person interviewed is a project manager, focus on project perceived as 'good practice' and ask to compare with projects that were not gender focused, why they were not;
2. Ask about interviewee's perception of perceived importance of mainstreaming a gender perspective in respective technical field of work and if applicable, whether any areas of the work are more gender-sensitive than others; possible changes over time and why if the case;
3. Ask about drivers for gender mainstreaming in respective work: donors, member countries, supervisor/director, GaD-Plan of Action and Strategic Objective K, Gender Focal Point;
4. Ask about incentives and constraints in team/unit to mainstream gender issues in projects and normative products;
5. Ask about interviewee's self-confidence in relation to gender mainstreaming in respective area of work;
6. Ask about source of technical advice within FAO on gender mainstreaming in respective areas of work:
 - within FAO, e.g. GFP, ESW, others:.
 - with partners, e.g. NGOs, other UN agencies (which?), other agencies (bilateral, IFIs – ask which), colleagues outside FAO; etc;
 - at the field level, e.g. government agencies, NGOs, UN Country Team, other agencies (which?), etc.
7. Ask about constraints faced regarding incorporating gender equity/mainstreaming:
 - within FAO, e.g. resources; knowledge/guidance; lack of incentives; etc.
 - with partners, e.g. institutional culture not conducive, gender not policy priority, etc;
 - at the field level, e.g. cultural norms, no local support services, no time/resources to look into social conditions/processes, etc.
8. Ask about expectations from the Gender Audit and the Gender Evaluation and suggestions for better performance in gender equity/mainstreaming (e.g. incentives/ sensitization/ specialized support).
9. If time allows, ask more specific questions about integration of gender aspects into the unit/person's activities: what approaches are used during identification/formulation (e.g. gender-differentiated stakeholder analysis), what methods are used for monitoring/fine-tuning during implementation, how is gender-specific data collection and reporting organized, and how are results verified.

8. Checklist and questions for country visits

Note: try to introduce a trend perspective with every question – what has changed over time? If possible, assess and take note of: general level of awareness of gender concepts, where/how did the person learn about the concept of gender mainstreaming; any difficulties with the concept

FAO Staff (FAO Representation, Emergency Unit, Project Staff)

8. Importance given by FAO in country programme to promoting gender mainstreaming, gender equality and women's empowerment (MDG-3) – ask for examples and also missed opportunities.
9. Attention given to gender equity/mainstreaming in their own technical work, including projects, normative products and broader advocacy actions (events, outreach activities, etc.).
10. Success stories concerning gender equity/mainstreaming, including why they were successful and evidence of tangible results.
11. Constraints faced regarding incorporating gender equity/mainstreaming:
 - within FAO, e.g. resources; knowledge/guidance; lack of incentives; etc.
 - with partners, e.g. institutional culture not conducive, gender not policy priority, etc;
 - at the field level, e.g. cultural norms, no local support services, no time/resources to look into social conditions/processes, etc.
12. Support mechanisms offered by FAO units (Sub-regional/Regional Office, FAO HQ): e.g., guidelines, tools such as SEAGA and other training, financial resources (if any); ask specifically about support coming from ESW and Gender Focal Points.
13. Demand from donors as well as national government or partners for including a gender dimension in programmes and projects; request examples.
14. Participation in UN Country Team's work on gender issues
15. Suggestions for improvement.

Government Institutions

16. Past and current Government policy regarding gender equality and women's empowerment.
17. Relevance of gender issues in their work.
18. Constraints faced regarding incorporating gender equity/mainstreaming.
19. Collaboration with FAO in the area of promoting gender equality/mainstreaming, through policy advice, projects or programmes, use of its guidelines and manuals on gender mainstreaming, etc. (Any examples of changes in women's access to resources, decision-making power and work burden as a result of FAO projects?)
20. Use of FAO's normative and information products on gender, including through website, documents or trainings.
21. Opinion about FAO's role and capacity concerning the promotion of gender equity in fields covered by FAO's mandate.
22. Expectations from FAO/suggestions for improvements

UN agencies, Multilateral Organizations and International Donors

23. Does the UN Country Team have a gender working group or theme group? Does FAO participate in it?
24. Gender champions among the UN agencies in the country.
25. Constraints faced regarding incorporating gender equity/mainstreaming.
26. Collaboration with FAO in the area of promoting gender equality/mainstreaming, through projects or programmes, joint events, etc. Ask for examples.
27. Use of FAO's normative and information products on gender, including through website, documents or trainings.

28. Opinion about FAO's role and capacity concerning the promotion of gender equity in fields covered by FAO's mandate.
29. Expectations from FAO/suggestions for improvements

Civil Society Organizations

30. Importance of gender concepts in their organization.
31. Gender champions in the country
32. Constraints faced regarding incorporating gender equity/mainstreaming.
33. Collaboration with FAO in the area of promoting gender equality/mainstreaming, through projects or programmes, joint events, etc. Ask for examples.
34. Use of FAO's normative and information products on gender, including through website, documents or trainings.
35. Opinion about FAO's role and capacity concerning the promotion of gender equity in fields covered by FAO's mandate.
36. Expectations from FAO/suggestions for improvements

FAO (and partner organizations) field level workers

37. Awareness and knowledge about gender roles in their area of work: prevailing attitudes, religious and cultural norms and practices regarding women and girls including access to resources, opportunities, education, and involvement in decision-making.
38. Relevance of gender issues in their own work
39. Sources of information and guidance on gender
40. Constraints faced regarding incorporating gender equity/mainstreaming
41. Whom do they identify as gender champions – if any?
42. Expectations from FAO/suggestions for improvements

Ultimate Beneficiaries (Field Visits)

43. What problem/issue related to women and men did the project address?
44. How have men and women, girls and boys been affected by/benefited from the project? (For example, did the project offer training and capacity building programmes for women's groups?)
45. Expectations/suggestions for improvements