

Evaluating Interventions with No One Left Behind lenses

Evaluation Practice Exchange
UNEG 2017 Annual General Meeting



UNITED NATIONS
HUMAN RIGHTS
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Interventions to be evaluated

- The Maya Programme for the full exercise of the rights of the Indigenous Peoples of Guatemala:
 - Increased demand of compliance with the rights of indigenous peoples and women by strategic litigation
 - Changes in the judicial and political culture to issue resolutions related to laws on Indigenous peoples and women

- Project Combating discrimination in the Republic of Moldova including the Transnistrian Region:
 - Children with disabilities and their parents legally empowered to seek inclusive education
 - Integrated education for Roma community
 - LGBT public assemblies accepted and protected
 - Alternative to military service for religious minorities
 - Rule on discrimination cases in accordance with international law
 - Advancement in documentation of discrimination issues

How to apply these No One Left Behind
lenses to evaluate these
interventions?



Evaluation Policy

- Evaluation should observe the universally shared values of equity, gender equality and respect for diversity
- Evaluation is guided by equality and non-discrimination on the basis of sex and protection and promotion of women's human rights
- Evaluators must be sensitive to and address issues of discrimination and gender equality

Evaluation Guidance

- The integration of gender equality and the participation of stakeholders without discrimination will follow internationally recognized norms, standards and guidelines, in particular those developed by UNEG
 - UNEG Guidance “Integrating Human Rights and Gender in Evaluations”: <http://www.uneval.org/document/detail/1616>
 - Online course: <http://elearning.evalpartners.org/elearning/course-details/17>
 - UN SWAP: <http://www.uneval.org/document/detail/1452>
 - Model of Terms of Reference for Evaluations in OHCHR

Evaluation Objectives and Criteria

- The integration of gender equality and the participation of vulnerable groups are explicitly included among the evaluation objectives and criteria.
 - Objective: To identify areas of strength and areas of weakness in the planning and achievement of results – including in the area of gender integration.
 - Criterion: Gender integration (cross – cutting) – the degree to which a gender perspective has been integrated in all the activities and processes of the programme, and the degree to which the results obtained have contributed to the goal of gender equality.

Evaluation Questions

- **Relevance:** Have the strategies used to achieve results been adequate to the local context of indigenous peoples? Were the indigenous organizations and indigenous peoples through their representative institutions, consulted during the planning process?
- **Effectiveness:** What have been the roles of local stakeholders? Did the programme plan results that contributed to challenge unjust power relations in the area of gender and population groups?

Evaluation Questions

- **Efficiency:** What have been the roles of indigenous organizations in the achievement of results? Is relevant information systematically collected and analyzed (including sex disaggregated data and considering gender equality issues) to feed into decisions?
- **Impact orientation:** To what extent is the programme making a significant contribution to broader and longer term enjoyment of rights by indigenous peoples?
- **Sustainability:** Are the indigenous organizations and institutions of the justice system able to continue working on the issues addressed by the programme? How effectively has the programme built necessary capacity?

Approach

- Consultation with and participation by key stakeholders: reference group, interviews, focus groups, surveys, direct observation.
- Evaluation team composition to ensure the appropriate evaluation skills and appropriate subject matter expertise.
 - Guatemala: Fernando Jambrina & Silvina Ramírez
 - Moldova: Björn Pettersson

Methodology

- Adequately answer HR & GE issues by detecting the contribution of the intervention to changes in terms of enjoyment of rights, empowerment of rights holders and capacity of duty bearers;
- Be appropriate to involve all the key stakeholders, without discriminating against some groups or individuals, and allow for guaranteeing the meaningful participation of all stakeholders, including women and vulnerable groups.

Methodology

- Be suitable for the populations and individuals involved (in particular, if cultural and security issues are taken into account; for example, interpreters should be available);
- The geographic area identified for the intervention involves departments with Maya, Garífuna and Xinka population. This covers 9 Maya language communities: 4 major language communities: Mam, K'iche', Kaqchikel and Q'eqchí, and 5 minor language communities: Ixil, Tz'utujil, poqomchi', and Sakapulteko. The Garífuna and Xinka language áreas are also included.

Conclusions

- The plural make-up of the Programme team, formed by Maya professionals who come from different disciplines, and with gender diversity, provides an inter-cultural component to the work.
- The gender and indigenous women's rights approach was included in the project, whether to select cases, to address them, or in strategic litigation training modules.
- The project has contributed to gender equality through certain aspects of the activities, but few conscious efforts seem to have been made to plan and incorporate activities explicitly addressing gender inequality.

Conclusions

- The contents related to strategic litigation are taught to a number of stakeholders that come together but are from different origins (indigenous organizations, ancestral authorities, lawyers, university professors, students). The heterogeneous nature of participants leads to a discussion that enriches all of them.
- Given the difficulties to form networks of parents and to establish an inter-faith dialogue in the Transnistrian region, the context analysis might have underestimated the political, socio-economic and cultural differences between Moldova proper and the Transnistrian region.

Conclusions

- Working directly with victims requires a different approach. Comparative advantages and disadvantages need to be properly considered and managed in order to effectively achieve change.
- Lessons were learned around the challenges involved in turning uninformed and frustrated parents of children with disabilities into effective rights advocates capable of focusing on broad policy change, and not just immediate material improvements for their particular child.
- Cultural phenomena such as seasonal migration and child marriage work against school attendance by Roma children. Limited knowledge of Romanian/Moldovan often hampers the Roma child's learning.



Recommendations

- In view of the lack of cases related to the Garifuna people, it would be advisable to make greater efforts to find a case, as was done with the Xinca people, or to make the decision to work only with the Maya and Xinca people.
- OHCHR should always analyze how it can take measures and include activity components that promote gender equality in a given project context, even if not required or prompted by the project application process. Proposal writing and project design should benefit from the review and advice of gender experts, locally or from OHCHR Geneva.

Dissemination

- Evaluators must have personal and professional integrity, respect the rights of institutions and individuals to provide information in confidence, and ensure that sensitive data cannot be traced to its sources.
- Evaluation reports are made available to major stakeholders and are otherwise considered to be public documents. Exceptions can be made by decision of the High Commissioner when it is believed that parts of an evaluation, should they be made public, may endanger stakeholders – in particular victims of human rights violations and/or human rights defenders.

Thank you!

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