



Independent evaluation of UNFPA support to the integration of the principles of 'leaving no one behind' and 'reaching the furthest behind' 2018-2024

Evaluation Report

Volume II



UNFPA Independent Evaluation Office

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Annex 1 Evaluation matrix

Key to acronyms used:

AoI – Areas of Investigation (as articulated in the terms of reference for this evaluation)

ICPD – the International Conference on Population and Development

LNOB – Leaving no one behind

QoC – Care to Quality of Services

RFB – Reaching the furthest behind

ToC – theory of change (in this case, meaning the theory of change developed specifically for the evaluation)

ToR – terms of reference (for this evaluation)

Assumptions	Indicators/ benchmarks	Sources of data, data collection and data analysis methods	Links to evaluation ToC and AoI in the ToR
EQ1. Relevance. To what extent is the UNFPA LNOB operational plan relevant to (a) realities at community, sub-national, and national levels; and (b) the UNFPA mandate? <i>Feminist principles applied: a focus on learning with regard to the conceptualization of the LNOB operational plan; and a focus on intersectionality</i>			
Assumption 1.1 The LNOB strategic approach to LNOB and RFB has evolved to focus on factors of exclusion/discrimination, including issues of accountability, governance, and increasing resilience to shocks, rather than groups which is relevant to addressing the intersectional needs of those left behind.	Evidence that the LNOB and RFB principles as defined in the LNOB operational plan - nothing for us without us, and an organization-wide endeavor - are relevant to those left furthest behind and operationable within UNFPA.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies ii) KIIs at global, regional and country levels.	Links to the bottom level of the ToC: conceptualization of LNOB at UNFPA. Links to AoI1 of the evaluation terms of reference: conceptualization of the LNOB principle.

	<p>Evidence that the outputs of LNOB (making the invisible visible, institutionalizing accountability, ensuring quality and accessible services, addressing root cause, mainstreaming and targeted approaches, taking an intersectional approach, strengthening voice and partnerships, making funding available, and supporting an enabling environment are relevant to those furthest behind.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.</p> <p>Data analysis methods for all evidence within this assumption: descriptive and content analysis.</p>	
<p>Assumption 1.2 The LNOB operational plan is relevant to different contexts, (including across diverse development and humanitarian settings) and allows for/promotes reaching the furthest behind regardless of political capital (i.e. ability to influence political decisions) expended on working with certain populations.</p>	<p>Evidence of key points of alignment to changes in the development and humanitarian landscape (e.g., global pandemics and complex emergencies, climate change, demographic shifts, growing inequalities, technological advancements, rise and influence of conservative positions/ideology).</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies ii) KIIs at global, regional and country levels.</p>	<p>Links to green sidebar – external assumptions to be tested – and grey bottom level of the ToC. Links to AoI1 of the evaluation terms of reference: conceptualization of the LNOB principle.</p>

	<p>Evidence of identifying those left behind due to different factors across the gender+ scale – gender, age, culture, ethnicity, race, language, religion, disability, HIV/AIDs status, income/wealth, location, migration/asylum/displacement and sexual orientation and gender identity (i.e. in Regional Programmes and Country Programme Document analysis sections): specifically, those considered more controversially or culturally difficult to reach.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.</p>	
	<p>UNFPA staff perceptions of recognizing and identifying different and changing vulnerabilities in emerging humanitarian situations or as political landscapes shift.</p>	<p>i) KIIs at global, regional and country levels.</p> <p>Data analysis methods for all evidence within this assumption: descriptive and content analysis.</p>	
<p>Assumption 1.3 The UNFPA LNOB operational plan is relevant to the UNFPA mandate and contributes to the three Transformative Goals.</p>	<p>Evidence of relevance of LNOB operational plan to UNFPA mandate.</p> <p>Evidence of relevance of LNOB to the three Transformative Results.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.</p> <p>Data analysis methods for all evidence within this assumption: descriptive and content analysis.</p>	<p>Links to top level of ToC – contribution to 3 Transformative Results.</p>

EQ2. Effectiveness and Sustainability. To what extent has the LNOB operational plan been operationalized at country, regional, and global levels?

Feminist principles applied: participatory and inclusive approach, centering and prioritizing the perspectives of those most left behind.

Assumption 2.1 The fundamental shifts and principles within the LNOB operational plan have been consistently understood and meaningfully incorporated into planning at global, regional and country levels.	UNFPA staff perceptions of conceptual clarity on LNOB across global, regional, and country levels of the organization.	Sources of data and data collection methods: i) UNFPA KIIs at global, regional and country levels. ii) Online survey.	Links to bottom 3 levels of ToC. Links to AoI1 of the evaluation terms of reference: conceptualization of the LNOB principle.
	Evidence of coherence of UNFPA strategies, approach, procedures and guidance relevant to implementation of LNOB/RFB work across all levels of UNFPA work.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.	
	Evidence of good lessons from different countries/regions incorporation into planning at regional and country level [note, collect reasons for success and differences per region].	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. Data analysis methods for all evidence within this assumption: descriptive, content and comparative analysis	

Assumption 2.2 The LNOB operational plan has been meaningfully operationalized at country, regional, and global levels, across the six output areas of (1) policy and accountability; (2) QoC and services; (3) gender and social norms; (4) population change and data; (5) humanitarian action; (6) adolescents and youth [note, humanitarian action will be answered under EQ3]	<p>Evidence of LNOB and RFB strategies used across (i) type of strategy (e.g., disaggregated data, partnerships, social norms change, intersectional analysis, targeted programmes, etc.) and (b) context (e.g., geographical / regional contexts, resource contexts, and development contexts, including humanitarian contexts).</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p>	<p>Links to 3 middle boxes of the ToC showing the amalgamated AoIs into 3 outcome areas. Links to AoI2 of the evaluation terms of reference: operationalization of the LNOB principle.</p>
	<p>Evidence of gender+ foci in UNFPA programme activities, outputs, outcomes and indicators at country, regional and global levels in (1) policy and accountability; (2) QoC and services; (3) gender and social norms; (4) population change and data; (5) humanitarian action; (6) adolescents and youth.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p>	
	<p>Evidence of reaching those considered more controversially or culturally difficult to reach, specifically LGBTQI populations, indigenous populations, or those who are displaced.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey. iv). FGDs at country level with community members and civil society partners.</p> <p>Data analysis methods for all evidence within this assumption: content and comparative analysis</p>	

<p>Assumption 2.3 LNOB has been fully leveraged as an accelerator and has been linked to other accelerators, across country, regional, and global levels, where alignment exists, being (a) HRBA and gender transformative action; (b) partnerships; (c) digitalization and innovation; (d) data and evidence; and (e) HDP nexus. [note, HDP nexus will be answered under EQ3]</p>	<p>Evidence of Furthest Behind factors being addressed in UNFPA’s transformative results – by type of factor, strategy and result.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p>	<p>Links to 3 middle boxes of the ToC showing the amalgamated AoIs into 3 outcome areas. Links to AoI3 of the evaluation terms of reference: LNOB as an accelerator.</p>
<p>Assumption 2.4 UNFPA has, across country, regional, and global levels, identified and implemented mitigation measures for the external barriers to effective LNOB programming being: (a) competing priorities for resources; (b) lack of quality disaggregated data; (c) unfavorable political environment; (d) unfavorable socio-economic context; (e) lack of available partners; (f) concept of LNOB is complex and context-specific.</p>	<p>Evidence of identification and mitigation of external factors in the global LNOB strategic documents</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p>	<p>Links to the left-hand sidebar detailing external barriers.</p>
	<p>Evidence of adaptation at regional and local levels of identifying and designing mitigation into programming.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p>	
	<p>UNFPA staff perception of whether all locally applicable barriers to RFB have been considered within UNFPA programming.</p>	<p>Sources of data and data collection methods: i) KIIs at global, regional and country levels.</p>	

		FGD participants from left behind populations and civil society partners’ perception of whether all locally applicable barriers to RFB have been considered within UNFPA programming.	Sources of data and data collection methods: i) FGDs at country level with community members and civil society partners.	
			Data analysis methods for all evidence within this assumption: content and comparative analysis	
Assumption 2.5 UNFPA meaningfully engages with, works with, and listens to, organizations led by representatives of left-behind populations at country, regional and global levels.		Evidence of meaningful UNFPA engagement with organizations led by representatives of left-behind populations at country, regional and global levels – by type of engagement and organization.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.	Links to lower box of ToC – on UNFPA conceptualization of LNOB principles (foundational principles: nothing for us without us.)
		Evidence of strategies to promote diversity and inclusion among partner organizations at country, regional and global levels – by type of partner, strategy used and result.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.	
		Perceptions of organizations led by representatives of left-behind populations on working with UNFPA at country, regional and global levels (e.g., strengths and weaknesses of working with UNFPA, strategies to foster engagement, and how their voice is heard).	Sources of data and data collection methods: i) FGDs at country level with community members and civil society partners, including observations.	
			Data analysis methods for all evidence within this assumption: descriptive, content and comparative analysis	

EQ3. Effectiveness – Humanitarian-Development-Peace (HDP) nexus. To what extent has the LNOB operational plan been effectively adapted for humanitarian and crisis contexts?

Feminist principles applied: understanding changing power dynamics as contexts change

Assumption 3.1 UNFPA country offices in humanitarian and nexus contexts (including during Covid-19) have been able to continue focusing on LNOB programming by applying the LNOB principles	Evidence of RFB factors identified and prioritized in humanitarian and crisis/fragile contexts.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.	Links to grey box at bottom of ToC.
	Evidence of UNFPA addressing barriers and facilitators for effective LNOB programming in humanitarian and crisis/fragile contexts – type of barrier, context, strategy used and result.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.	
	UNFPA staff perception on effectiveness of maintaining a RFB focus within humanitarian programming.	Sources of data and data collection methods: i) UNFPA KIIs at global, regional and country levels.	
	FGD participants from left behind populations and civil society partners’ perception of UNFPA’s enduring RFB focus within humanitarian contexts.	Sources of data and data collection methods: i) FGDs at country level with community members and civil society partners, including observations. Data analysis methods for all evidence within this assumption: content and comparative analysis	

Assumption 3.2 UNFPA country offices in humanitarian and nexus contexts (including during Covid-19) were/are able to understand changing dynamics of vulnerability and identify, and reach, emerging and new left behind populations.	<p>Evidence of strategies to reach new left behind populations in humanitarian and crisis/fragile contexts – group/population, context, underlying drivers, strategy used and result.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. Iii) survey.</p>	<p>Links to grey box at bottom of ToC.</p>
	<p>UNFPA staff perception on effectiveness of understanding new and changing vulnerabilities and intersectional vulnerabilities in humanitarian or crisis contexts.</p>	<p>Sources of data and data collection methods: i) UNFPA KIIs at global, regional and country levels.</p>	
	<p>FGD participants from left behind populations and civil society partners’ perception of UNFPA’s effectiveness of understanding new and changing vulnerabilities and intersectional vulnerabilities in humanitarian or crisis contexts.</p>	<p>Sources of data and data collection methods: i) FGDs at country level with community members and civil society partners, including observations.</p> <p>Data analysis methods for all evidence within this assumption: descriptive, content and comparative analysis.</p>	

EQ4. Coherence, internally, and Contribution to wider system. To what extent does the UNFPA LNOB operational plan align with, add value to, fill a gap in, and contribute to broader development and humanitarian efforts?

Feminist principles applied: UNFPA contribution to transformative change

Assumption 4.1 The UNFPA LNOB operational plan is coherent with, and has continued over time to be aligned to, global UNFPA frameworks including the Strategic Plan.	Evidence of key points of alignment to the UNFPA Strategic Plan, and other UNFPA strategies and plans and global frameworks. Evidence of adaptations of LNOB approaches from 2018-2021 strategic plan to 2022-2025 strategic plan.	Sources of data and data collection methods: i) Document review – UNFPA global strategies and reports; ii) KIIs at global, regional and country levels. iii) survey.	Links to top level of ToC – contribution to 3 Transformative Results.
		Data analysis methods for all evidence within this assumption: descriptive and content analysis.	
Assumption 4.2 The UNFPA LNOB operational plan adds value to a broader attempt to reach left behind populations within the UN system, adding value specifically through the provision of disaggregated and localized data to government and the UN system.	Evidence of UNFPA contributing to strategically with data to position LNOB and RFB principles in United Nations Country Teams (UNCT) coordination mechanisms.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.	Links to second level down of ToC – UNFPA LNOB operational plan vision.
	Perceptions of UN partners as to the value add of UNFPA to the UN eco-system, specifically with regard to disaggregated data.	Sources of data and data collection methods: i) External KIIs at global, regional and country levels. Data analysis methods for all evidence within this assumption: descriptive and content analysis.	

Assumption 4.3 UNPFA's normative policy and advocacy interventions with governments, particularly through HRBA and promoting HR instruments, increases interventions aimed at reaching those furthest behind and reduces structural barriers to inclusion.	<p>Evidence of UNFPA's normative policy and advocacy work contributing to the advancement of human rights for Furthest Behind populations at country levels – type of policy/advocacy work with governments, focus group and result.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels. iii) survey.</p>	<p>Links to third middle box of ToC showing the amalgamated AoIs into 3 outcome areas.</p>
	<p>UNFPA staff perception on UNPFA's influencing ability for RFB through a normative role at country level.</p>	<p>Sources of data and data collection methods: i) UNFPA KIIs at global, regional and country levels.</p>	
	<p>Civil society partners' and government partners perception of UNFPA's influencing ability for RFB through a normative role at country level.</p>	<p>Sources of data and data collection methods: i) External KIIs at global, regional and country levels.</p>	
		<p>Data analysis methods for all evidence within this assumption: descriptive, content and comparative analysis.</p>	
EQ5. Efficiency. To what extent does UNFPA have an efficient organizational structure for the allocation resources - financial and human - to further the LNOB operational plan and goals?			
<i>Feminist principles applied: empowerment and capacity building questions on HR and employing persons from left behind populations, and social justice and accountability for financial resource allocation</i>			
Assumption 5.1 The internalization of LNOB principles, including specifically (a) allocation of earmarked funds; and (b) allocation, and training of staff with the relevant and required skillsets for the operationalization of LNOB across different modes of engagement has been implemented consistently and efficiently across different levels	<p>\$ and % funds specifically allocated to RFB activities, and changes (increase?) over years; # staff at global, regional and country levels dedicated to RFB activities; # trainings for all staff /# staff attended training on LNOB operational plan and any other related trainings provided.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p> <p>Data analysis methods for all evidence within this assumption: content and comparative analysis</p>	<p>Links to second of the middle boxes of ToC. (Outcome 2) Links to AoI4of the terms of reference: institutional capacity to implement the LNOB principle.</p>

of UNFPA (country, regional, and global).			
Assumption 5.2 UNFPA systematically and proactively seeks to employ persons from left-behind populations.	Existence of proactive recruitment policies for those from left behind populations at global, regional, and country levels; Evidence of meaningful strategies used to employ persons from left-behind group (by type of strategy at country/regional/global levels.)	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.	Links to second of the middle boxes of ToC showing the amalgamated AoI into 3 outcome areas, the middle one being AoI4, UNFPA internalization of LNOB.
	% UNPFA staff at global, regional and country level who identify as being left behind. % UNPFA staff at global, regional and country level who identify as being left behind and work within an area of UNFPA not focused on RFB. Evidence of groups and forums established to support staff who identify with left behind factors.	Sources of data and data collection methods: i) KIIs at global, regional and country levels. (ii) Online survey. Data analysis methods for all evidence within this assumption: content analysis.	Links to AoI4 of the terms of reference: institutional capacity to implement the LNOB principle.
Assumption 5.3 UNFPA has developed an efficient organizational structure for the implementation of LNOB strategies and approaches.	Evidence of logical and efficient human resources and organizational structure for LNOB at UNFPA headquarters, regional, and country levels.	Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.	Links to bottom pink box of ToC.
		Data analysis methods for all evidence within this assumption: content analysis	

<p>Assumption 5.4 UNFPA recognized and efficiently addressed the internal barriers to the LNOB approach, including, (a) People-related: change of mindset, insufficient staffing, vertical working, guidance fatigue, lack of clarity on priority populations; and (b) organizational issues: lack of strategic focus, inclusivity gaps, lack of clarity on support from Headquarters, and the fact that the UN does not speak as one voice.</p>	<p>Evidence of identification of key Internal barriers and facilitators of the LNOB/RFB approach at country, regional and global levels – by type of barrier; Evidence of internal barriers addressed and results; and ongoing gaps and opportunities.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p> <p>Data analysis methods for all evidence within this assumption: descriptive, and content analysis</p>	<p>Links to right-hand side bar of ToC – internal assumptions to be tested.</p>
<p>Assumption 5.5 UNFPA has the capacity to monitor, collect and disaggregate its data/results to assess existing inequalities and ensure UNFPA reaches those who are the furthest behind, as well as monitoring normative interventions and changes in root causes of exclusion.</p>	<p>Evidence that UNFPA have the capacity to support the generation, analysis and use of disaggregated data for advocacy and decision making, evidence-based public policy, and programming; Evidence that UNFPA tracks all SP indicators related to LNOB /RFB.</p>	<p>Sources of data and data collection methods: i) Document review – UNFPA global, regional and country strategies and reports; regional and country case studies. ii) KIIs at global, regional and country levels.</p> <p>Data analysis methods for all evidence within this assumption: content and comparative analysis</p>	<p>Links to right-hand side bar of ToC – internal assumptions to be tested.</p>

Annex 2 Data collection tools

Notes to interviewers:

Key informant interviews should take between 45 minutes and 1 hour.

Interviews will be most productive if the evaluator is fully aware of the role, organization, and engagement with UNFPA LNOB work, of the person being interviewed.

Do not assume anyone outside of the UN system understands LNOB terminology. Explain the focus of the evaluation in easy language, with guidance from the CO.

Interviewers should ask questions in the manner in which they are most comfortable. The more comfortable the interviewer, the better the interview!

Guidelines on how to follow up in each question is provided, but interviewers should use judgement as to which questions could be followed up based on answers or if its more useful to move on to the next question.

Interviewers may take notes in any format, but all interview notes need to then be recorded in the Evidence Database.

Key Informant Interview Protocol

Note that the below table provides a complete overview of questions with an indicator as to which questions should be asked to which stakeholder group.

The evaluator should use their judgement. If a respondent does not know the answer to a question it is fine to move on to the next question. Please don't push if a respondent does not know an answer. This process should be enjoyable and pleasant for interviewees, and they should not be made to feel uncomfortable or as if they are lacking in information they should know.

Evaluators can either ask the question as a list or jump between questions in a more relaxed and semi-structured manner, depending on how comfortable they feel. The ultimate aim of the interview is to draw out as much honest and open opinions and views from the interviewee.

Key points for general introduction/opening statements:

Evaluators will Introduce themselves independent evaluation consultants, not UNFPA staff.

A general introduction to the evaluation will include that this a formative evaluation of UNFPA's work on leaving no one behind and reaching those furthest behind. We are looking at how UNFPA has conceptualized this area of work, and integrated it into all areas of work, and what results can be seen. It is a formative evaluation in terms of it being focused on learning for the future; seeking examples of best practice that could be replicated; and providing strong practical recommendations for UNFPA moving forward.

The evaluation is intended to be finalized by March 2025.

Also stress to interviewees that participation is voluntary, and they may skip questions or withdraw anytime. Their informed consent will be obtained, and all responses will be kept confidential, ensuring no information is traceable to individuals in the evaluation report. The interview will last around 45 minutes to an hour.

Check to see if the respondent has any questions at this point.

KII master list of questions for the KIIs

C R I T E R I A	Sub-area	#	Questions	Internal UNFPA				External Stakeholder Groups			
				U N F P A G L O B A L	U N F P A R O	U N F P A C O		U N	D O N O R S	G O V E R N M E N T S	C S O S / N G O S / I P S
OPENING QUESTION		0	Can you tell me a little bit about your role and how you interact with UNFPA's LNOB work?	X	X	X			X	X	X
EQ1: To what extent is the UNFPA LNOB operational plan relevant to (a) realities at community, sub-national, and national levels; and (b) the UNFPA mandate?											
Introductory question		1	How familiar are you with UNFPA's conceptualization of LNOB in its work?								
		0	Ask participants how familiar they are with the UNFPA Operational Plan on Leaving No One Behind (LNOB) and Reaching the Furthest Behind, or if not familiar with the name of the document, probe what participants understand to be the main components of UNFPA's work on LNOB.	X	X	X			X	X	X
R E L E V A	Conceptu alization	1	Do you think the conceptualization of LNOB at UNFPA, and particularly the shift from groups to factors, is relevant to addressing needs of those left behind/left furthest behind and is this true for all different settings, including across development and humanitarian settings?								
		1		X	X	X					

N C E		<p><i>Are the LNOB and RFB principles as defined in the LNOB Operational plan – nothing for us without us, and an organization-wide endeavour relevant to those left furthest behind and operationable within UNFPA?</i></p> <p><i>How does this approach compare to past experiences and approaches to reaching marginalized populations? (What has improved What hasn't improved? What are the gaps?)</i></p> <p><i>Do you think the expected outputs of LNOB (making the invisible visible, institutionalizing accountability, ensuring quality and accessible services, addressing root causes, mainstreaming and targeted approaches, taking an intersectional approach, strengthening voice and partnerships, making funding available, and supporting an enabling environment) are relevant, realistic, and operationable for UNFPA?</i></p> <p><i>What are staff perceptions of recognizing and identifying different and changing vulnerabilities in emerging humanitarian situations or as political landscapes shift?</i></p>							
	1 . 3	<p>Do you think the LNOB operational plan is relevant to UNFPA's mandate and contributes to the achievement of the three Transformative Results? Why, or why not.</p> <p><i>robe why participants think the LNOB operational plan is or is not relevant to UNFPA's mandate.</i></p>	X	X	X			X	
EQ 2: To what extent has the LNOB operational plan been effectively operationalized at country, regional, and global levels?									

E F F E C T I V E N E S S & S U S T A I N A B I L I T Y	Planning	2 . 1	<p>How well have the shifts and principles within the LNOB operational plan been understood and meaningfully incorporated into planning at regional and country levels?</p> <p><i>How do staff perceive the conceptual clarity on LNOB across global, regional, and country levels of the organization?</i></p> <p><i>Is there evidence of coherence of UNFPA strategies, approach, procedures, and guidance relevant to implementation of LNOB/RFB work across all levels of UNFPA work?</i></p> <p><i>Are there examples of good lessons from different countries/regions incorporated into planning at regional and country level (probe for reasons for success and differences per region)?</i></p>	X	X	X				
	Operation alization	2 . 2	<p>How well has the LNOB operational plan been meaningfully operationalized at country, regional, and global levels across the six output areas of UNFPA? (Output areas are: (1) policy and accountability; (2) Quality of Care (QoC) and services (3) gender and social norms; (4) population change and data; (5) humanitarian action; (6) adolescents and youth?)</p> <p><i>Is there evidence of LNOB and RFB strategies used across (i) type of strategy (e.g., disaggregated data, partnerships, social norms change, intersectional analysis, Targeted programmes, etc.) and (b) context (e.g. geographical/regional contexts, resource contexts, and development contexts, including humanitarian contexts?</i></p> <p><i>Is there evidence of gender+ foci in UNFPA programme activities, outputs, outcomes and indicators at country, regional and global levels in (a) policy and accountability; (b) QoC and services; (c) gender and social norms; (d) population change and data; (e) humanitarian action; (e) adolescents and youth?</i></p> <p><i>Are there examples of reaching those considered more controversially or culturally difficult to reach, especially LGBTQI population, indigenous groups, PwD, or those who are displaced?</i></p>	X	X	X				

Accelerators	2	Has LNOB been fully leveraged as an accelerator and has it been linked to other accelerators, across country, regional, and global levels, where alignment exists?							
	3	If so, how? (Other accelerators are: HRBA and gender transformative action; partnerships; digitalization and innovation; data and evidence; and HDP nexus) <i>Are there examples of furthest behind factors being addressed in UNFPA's transformative results – by type of factor, strategy, and result?</i> <i>Are there examples of furthest behind factors considered in the implementation of other accelerators (HRBA and gender transformative action; partnerships; digitalization and innovation; data and evidence; and HDP nexus)?</i>	X	X	X				
External Barriers	2	How well has UNFPA (across country, regional, and global levels) identified and implemented mitigation measures for the any external barriers to effective LNOB programming?							
	4	<i>Probe for mitigation measures in response to the following barriers: competing priorities for resources; lack of quality disaggregated data; unfavourable political environment; unfavourable socio-economic context; lack of available partners; concept of LNOB is complex and context specific.</i> <i>Are there examples of identification and mitigation of external factors in strategic documents.</i> <i>Are there examples of adaptation at regional and local levels of identifying and designing mitigation into programming?</i> <i>What are the perceptions of staff on whether all locally applicable barriers to RFB have been considered within UNFPA programming?</i>	X	X	X		X	X	X

	Participation	25	<p>How meaningfully are organizations led by representatives of left-behind groups at country, regional and global levels involved in the formulation and implementation of policies and programmes related to the three transformative results and climate change?</p> <p><u>Note: ask within this question – what does the respondent think meaningful engagement means? What does inclusion mean?</u></p> <p><i>Are there examples of UNFPA engagement with organizations led by representative of left-behind groups at country, regional, and global levels – by type of engagement and organization?</i></p> <p><i>Is there evidence of strategies used to promote diversity and inclusion among partner organizations at country, regional and global levels – by type of partner, strategy use, and result?</i></p>	X	X	X					X
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EQ 3: To what extent has the LNOB operational plan been effectively adapted for humanitarian and crisis contexts?										
EFFECTIVENESS	Humanitarian	3.1	How well have UNFPA country offices in humanitarian and crisis/ fragile contexts (including during COVID-19) been able to continue LNOB programming, supported by the LNOB operational plan?							
			<i>Are there examples of RFB factors identified and prioritized in humanitarian and crisis/ fragile contexts?</i>	X	X	X		X	X	X
		3.2	How well do UNFPA country offices in humanitarian and crisis / fragile contexts (including during COVID-19) understand changing dynamics of vulnerability and identify emerging and new left behind populations?							
			<i>Are there examples of UNFPA addressing barriers and facilitators for effective LNOB programming in humanitarian and crisis / fragile contexts – by type of barrier, context, strategy and result?</i>							
COHERENCE	Alignment	4.1	To what extent is UNFPA's LNOB operational plan coherent with, and has continued over time to be aligned to, the UNFPA mandate, ICPD, and global UNFPA frameworks including the Strategic Plan?							
			<i>Are there examples of adaptations from the 2018-2021 Strategic Plan to the 2022-2025 Strategic Plan?</i>	X	X	X				
			<i>What are UNFPA staff perceptions on the effectiveness of maintaining a RFB focus within humanitarian programming?</i>							
			<i>Is there evidence of strategies to reach new left-behind populations in humanitarian and crisis / fragile contexts – by group/population, contexts, underlying drivers, strategy used and result?</i>	X	X	X		X	X	X
			<i>What are UNFPA staff perceptions on the effectiveness of understanding new and changing vulnerabilities and intersectional vulnerabilities in humanitarian or crisis contexts?</i>							
			<i>What are UNFPA staff perceptions on the effectiveness of understanding new and changing vulnerabilities and intersectional vulnerabilities in humanitarian or crisis contexts?</i>							
			EQ 4: To what extent does the UNFPA LNOB operational plan align with, add value to, fill a gap in, and contribute to broader development and humanitarian efforts?							

	Value-add	4.2	<p>To what extent does UNFPA's LNOB operational plan add value to a broader attempt to reach left behind groups within the UN system, and does it add value through the provision of disaggregated and localized data to government and the UN system?</p> <p><i>Are there examples of how UNFPA is contributing with data to strategically position LNOB and RFB principles in United Nations Country Teams (UNCT) coordination mechanisms?</i></p> <p><i>What are the perceptions of UN partners on the value-add of UNFPA to the UN eco-system, specifically.</i></p>	X	X	X		X			
	HRBA	4.3	<p>How well has UNFPA's normative policy and advocacy work contributed to the advancement of human rights for those left behind and furthest behind?</p> <p><i>Are there examples of contributions by type of policy / advocacy work with governments, focus group and result?</i></p> <p><i>What is UNFPA staff's perception on UNFPA's influencing ability for RFB through a normative role at country level?</i></p> <p><i>What are civil society partners' and government partners' perception of UNFPA's influencing ability for RFB through a normative role at country level?</i></p>	X	X	X		X	X		
EQ 5: To what extent does UNFPA have an efficient organizational structure for the allocation of resources - financial and human- to further the LNOB operational plan and goals?											
EFFICIENCY	Resources	5.1	<p>How consistently has UNFPA implemented the internalization of LNOB principles [at country, regional, and global levels], including specifically (a) allocation of earmarked funds; and (b) allocation, and training of staffing for operationalization of LNOB across different modes of engagement?</p> <p><i>Do you think UNFPA has allocated adequate resources (financial, human, and technical) to address the needs of those most left behind?</i></p> <p><i>Ask respondents to expand on this answer, by probing different levels, global, regional, and country. Probe for examples.</i></p>	X	X	X					
	HR policies	5.2	<p>How well has UNFPA worked to employ persons from left-behind groups in a systematic and proactive way?</p> <p><i>Is there evidence of proactive recruitment policies for those from left-behind groups at global, regional, and country levels; meaningful strategies used to employ persons from left behind groups (by type of strategy at country, regional and global levels); groups and forums established to support staff from left-behind groups?</i></p>	X	X	X					

Intern al Barrier s	5. 3	Do you think the current internal structure for LNOB (i.e. where people sit in the organization) is effective? <i>Probe any different ideas for structure.</i>	X	X	X				
Data	5. 4	How well has UNFPA recognized and efficiently addressed the internal barriers to the LNOB approach? <i>Probe barriers including (a) people-related: change of mindset, insufficient staffing, vertical working, guidance fatigue, lack of clarity on priority groups; and (b) organizational issues: lack of strategic focus, inclusivity gaps, lack of clarity on support from HQ, and the fact that the UN does not speak as one voice.</i> <i>Is there evidence of the identification of key internal barriers and facilitators of the LNOB/RFB approach at country, regional and global levels – by type of barrier.</i> <i>Are there examples of internal barriers that have been addressed and what the results were?</i> <i>What are the ongoing gaps and opportunities?</i>	X	X	X				
	5. 5	Does UNFPA have the capacity to monitor, collect and disaggregate its data/results to assess existing inequalities and ensure UNFPA reaches specific groups who are the furthest behind? If so, how does it do this? If not, where are the gaps? <i>Is there any evidence that UNFPA has the capacity to support the generation, analysis, and use of disaggregated data for advocacy and decision-making, evidence-based public policy and programming?</i> <i>Is there any evidence that UNFPA tracks all Strategic Plan indicators related to LNOB?</i>	X	X	X				
Final Question		Do you have any final thoughts or recommendations you would like to share? <i>Or does the interviewee have any questions for the interviewer at this point?</i>	X	X	X		X	X	X

FGD Protocol

Overview

FGDs should be conducted with the below parameters:

- Between 4 and 10 people
- In a safe space, “safe” being determined by the participants themselves
- As a coherent group that feels comfortable within each other’s presence: this means that participants themselves can explain what disaggregation will make them feel most comfortable – by gender, age, or other characteristics)
- The discussion should be planned for up to 2 hours.

The general purpose of the FGD methodology within this evaluation is to:

- a. Understand the effectiveness of UNFPA’s LNOB activities (EQ2 and EQ3); and
- b. Understand the effects, positive and negative, that the project has had on those from left behind groups.

This FGD methodology is designed to be inclusive, respectful, non-extractive, and most importantly, enjoyable for the participants! It should be a genuine discussion with the facilitator an equal member of the group, providing a focus for the discussion through the questions below, but also joining the discussion.

Introductions:

The team should introduce themselves (all facilitators within the group, including any partner staff and/or translators) and a summary of what we would like to talk about, and how the data will be used. This includes:

- This is a UNFPA evaluation/assessment of how UNFPA works with different people within communities. It is really focused on learning and improving things in the future; its purpose is to see how well UNFPA is doing, and what they could be doing better.
- The following **must** also be included:
- the FGD is voluntary, and nobody will be forced to answer any question they are uncomfortable with (although we encourage everyone to tell us what they would like to tell);
- everything is confidential – participants are also urged to keep the responses of others confidential;
- we cannot promise any further services or programming based on responses today (not raising expectations).

Note that we require **informed consent** for people to participate in the evaluation. This should be gathered in whatever way is most appropriate to the participants, it doesn’t have to be written. Further consent is not only the individual but whether the persons we speak to as seen by others as representative.

Redefining informed consent: Consent for participating in the FGDs will not just be a passive tick-box on a consent form: it will be about providing a full and clear explanation of the purpose and use of the discussion and ensure clear understanding that participants have the right to skip questions or decline to answer or participate at any point.

Participants should be invited to introduce themselves (first names and only).

FGD questions

1. Introductory/ Opening Question

What are your general thoughts on the XXX project [whatever the UNFPA programme is]? How is it going?

Suggested prompts – how are things right now? Are there specific concerns for any particular groups? Are they the same concerns? How have things changed over the last few years?

Note: for some groups, this might need to be adapted, and within an initial conversation, there might be a need to start from a specific subject area rather than a “UNFPA programme.”

2. Inclusion [EQ 2.2]

How well has this project/programme reached those who are considered to be more culturally or controversially difficult to reach (especially LGBTQI populations, indigenous groups, PwD, and those who are displaced)?

Suggested prompts – Are there any examples of activities that have been carried out targeting these population groups? What were the results? What are the gaps and opportunities?

3. External barriers [EQ 2.4]

How well do you think projects have addressed any barriers to working with all different types of people from different groups? What do you think the barriers or challenges are?

Wait for group to suggest what barriers are, and if no suggestions are forthcoming, prompt – unfavourable political environment? unfavourable socio-economic context?

4. Meaningful engagement [EQ 2.5]:

What do you think inclusion means, and has it been properly applied in this project, do you think? What do you think meaningful engagement means? Also, do you think that is properly applied?

Suggested prompts – prompt a discussion of what these terms mean, if they feel UNFPA really does it. Examples?

5. Meaningful engagement [EQ 2.5]:

Do you think you are able to participate fully in this project/programme? Not just in terms of accessing services, or activities, but also in terms of fully giving your views and influencing how things are run?

Suggested prompts – How did you participate? Were you involved in the creation of the project/programme or policies related to leaving no one behind and reaching the furthest behind first? Are women-led civil society organizations, faith-based organizations, men and boys, people with disabilities, indigenous populations, and young people involved in coordination of the project/program? What are the strengths and weaknesses of working with UNFPA?

6. Humanitarian [EQ 3.1 and 3.2] ONLY FOR HUMANITARIAN CASE STUDIES

Have projects continued to reach all different people and groups when the emergency started? And did projects have adequately changed when there are emergencies, recognizing any changing needs of people who need help?

Suggested prompts – Are there examples of how UNFPA has adapted its programming to continue reaching the furthest behind within humanitarian contexts? Are there examples of how UNFPA has changed its LNOB programming to accommodate changing dynamics and emerging/new left behind populations?

7. Closing Question

What are your expectations and hopes for this evaluation?

Suggested prompts: to use this as a way to close the discussion and empowers them to articulate their vision for how evaluation can support positive change in their communities.

Country office checklist

This evaluation is being conducted differently to standard evaluations, and the evaluation team, together with the UNFPA Evaluation Office, is trying to genuinely integrate feminist and inclusive principles into this evaluation. Hence, the following checklist is provided to Country Offices prior to country visits to outline the expectations of the evaluation.

The evaluation team member allocated to each country visit looks forward to discussing this further with the Country Office.

PRE-VISIT

The evaluation team member will be in direct contact with the Country Office focal point to discuss logistics: dates, invitation letters (where necessary), accommodation, and the agenda.

Points to note and for discussion:

- The evaluation team member would like to ensure they are fully prepared for the visit, in order to make it as successful as possible. This will mean reviewing all relevant documentation beforehand. This includes CPD, CPE, all reports and proposals, and really, any documentation the Country Office has related to LNOB UNFPA work, other UN agency work, and background context, in the country.
- A clear list of different partners, and how they work with UNFPA on LNOB initiatives would be very helpful.
- In order to make the most of the time in country, the evaluation team member may ask if it is possible to interview some UNFPA colleagues – particularly those not based in-country, so for example, RO colleagues providing support – before the country visit starts. This means time in country can be maximized for partners and communities.
- It is important that the evaluation team member can meet with all partners and counterparts who can speak to UNFPA LNOB work. This includes high-level and technical government representatives, Country Office staff, UNCT, UNRC, civil society, grassroots movements, young people, and other groups identifying with left-behind factors, so indigenous groups, persons with disabilities, LGBTQI persons etc.
- However, even though the evaluation team members want to meet with as many people as possible, we also do not want the visit to be so packed there is no time for reflection, or genuine connection and engagement with communities and stakeholders. It will be important for the focal point and the evaluation team member to work together to ensure the right balance of number of interviewees and FGDs, but enough time with people to make it meaningful.

DURING THE VISIT

This evaluation is being conducted under feminist and inclusive principles, and it is not designed to be critical or judgmental in any way. The evaluation team welcomes the engagement of the Country Office throughout the entire visit, and the intention is for the process of the evaluation to be just as useful and beneficial to the Country Office, in terms of learning, as the end result, which will be a country note and highlighting country good practice in the final evaluation report.

Points to note and for discussion:

KIIs – Key Informant Interviews

- The UNFPA focal point is welcome to join interviews, which will be conducted more as an interesting discussion than a completely extractive and structured process.

- The evaluation team would be grateful to know all details of interviewees before the interview, so, for example, for external interviewees, their full name, full name of organization, and how that organization engages with UNFPA work.
- Interviews are designed to last around an hour.
- Interviewees should be asked beforehand where and when is most convenient for them to engage, and whether there are any considerations (access, or other) or accommodations that could be made to make the process either easier or more enjoyable or constructive for them.

FGDs – Focus Group Discussion

The evaluation team has considered how best to make FGDs as enjoyable, respectful, inclusive, and non-extractive for participants as follows. The following points come from both the Steering Committee established at global level,¹ and the learning from the pilot visit conducted in June 2024 in LAC.

- The Country Office should meet with representatives of the community the FGD will be conducted with to set it up, ensuring the community themselves can input to when, where, how, what modes of engagement, what language, and what accommodations or considerations can be made to make it the most comfortable it can be.
- All instructions within the FGD protocol must be followed, which includes a more nuanced understanding of what meaningful consent means (rather than a tokenistic check-box exercise).
- Communities should be able to input into how FGDs are disaggregated (i.e. by sex – women and men separately, by age, adolescents and youth separate to older adults, by both, by neither, or by some other categorization).
- Groups should be allowed to self-organize (i.e. who speaks first).
- While the evaluator is within the community to conduct the FGD, where appropriate and applicable, the evaluator will also observe interactions within the group, or an interaction between the local stakeholders and UNFPA staff as part of one of their activities/interventions.
- The FGD is just that: a discussion. It is not a list of questions, and it is not a one-way process. The evaluator and any UNFPA staff are encouraged to share their own personal experiences and engage with the group as equals. However: the evaluator and any other facilitators must not: (a) provide any information as a potentially perceived ‘expert’ – i.e. providing advice on contraceptive methods that should only come from a medically qualified person; and (b) raise any expectations of what UNFPA or any other organization will do in the future.

POST VISIT

- The last day of the visit should have time allocated to a debrief. This should include all relevant UNFPA staff, and the evaluator will facilitate a discussion based on themes emerging from the visit.
- After the visit, the evaluator will write up a short Country Note² that can then be fact-checked by the Country Office.

¹ The Steering Committee is made up of individuals from across the world who either are experts in working with people who identify with different left behind factors or are themselves people who identify with different left behind factors. The Steering Committee provided inputs to the development of this document, and the data collection tools.

² A Country Note is a shorter and less extensive and expansive version of a Country Case Study Report. The Country Note will present consolidated and synthesized evidence against each Evaluation Question. The CO should note that the evidence collected will also be highlighted in the final global evaluation report, showing good practice and positive lessons learned from the mission.

Annex 3 Steering Committee engagement

Rationale

An innovative feature of this evaluation has been a Steering Committee of rights-holders representing a diversity of factors and characteristics often associated with discrimination and exclusion. This approach was inspired by the lessons learned from the successful engagement of young people in the formative evaluation of UNFPA support to adolescents and youth³ which featured a Steering Committee comprised of young people.

The creation and composition of the Steering Committee for this evaluation aimed to ensure the meaningful participation of rights-holders, in all their diversity. By including stakeholders who represent communities that are often left behind, this platform was created to ensure that their voices and perspectives were considered in each phase of the evaluation process. It sought to help rebalance the power dynamics often experienced in development interventions by giving an oversight and guiding role to those who are usually excluded from decision-making

The committee had these specific **responsibilities**:

- Monitor progress and provide guidance to the entire evaluation process, from the conceptualisation of the evaluation to the dissemination of the evaluation results
- Review the inception report and evaluation draft report, ensuring that all evaluation products are appropriate, respectful and inclusive to all persons to the extent possible, that they are of high quality and adhere to ethical principles and professional standards
- Identify advocacy opportunities to increase uptake of evaluation results.

Composition and modes of engagement

The Steering Committee members were drawn from a diversity of regions and backgrounds, including persons with disabilities, refugees, indigenous people, and young people. The members brought a broad range of expertise, encompassing academia, civil society, and evaluation. Considerations were made for different languages, including sign language interpretation, and time zones to help facilitate the meaningful engagement of all committee members.⁴

The engagement of the Steering Committee was done mainly through virtual meetings and online document review at key points during the evaluation process, from the conceptualization of the evaluation to its dissemination. The evaluation team greatly benefitted from these engagements, which included constructive and thoughtful advice on how to apply inclusive and feminist principles in the conduct of the evaluation and ensure respectful and productive engagement with communities and key informants.

This collaborative approach resulted in several important refinements throughout the evaluation. For instance, the data collection tools were updated based on the Committee's recommendations before the in-country data collection took place. Additionally, the Committee was involved in in-depth discussions on the and preliminary findings, providing valuable insights that helped refine the final draft of the evaluation report. Their feedback and guidance ensured that the evaluation was not only comprehensive but also aligned with good practices for inclusivity and ethical engagement.

³ UNFPA Independent Evaluation Office (2023). Meaningful youth engagement in evaluation – Multiplying the transformative power of evaluation: Lessons from UNFPA experience.

⁴ Foni Joyce Vuni, José Viera, Maegen Shanks, Mirna Cunningham, Nulu Nanono, and Tarcila Rivera.

Annex 4 Online survey

Introduction and methodology

An online survey was conducted to gather further data and evidence for the evaluation questions and Theory of Change assumptions at country and regional level. Results were mainly used as a triangulation point for other evidence generated through the evaluation. To maximize its utility, the survey followed a sequential and exploratory design, developed mid-way through data collection to address critical evidence gaps and for triangulation purposes.

The survey, available in English, French, and Spanish, was administered through Kobo Toolbox and was open for a period of three weeks during October – November 2024. The survey predominantly featured quantitative questions with mandatory responses, while also incorporating items designed to encourage respondents to provide qualitative feedback. Additionally, profile information was collected to enable more detailed disaggregated analyses, ensuring the confidentiality of all participants.

The sampling strategy for the online survey was purposive, designed to ensure that the perspectives of key UNFPA stakeholders involved in the implementation of the LNOB operational plan were effectively captured across various levels and regions. The survey specifically targeted UNFPA staff responsible for LNOB work at country and regional levels. To achieve a broad and representative sample, the survey was distributed to 127 key UNFPA offices, which included 119 UNFPA country offices, six UNFPA regional offices and two UNFPA sub-regional offices. The survey was sent to UNFPA Deputy Representatives and Heads of Offices at these locations, who were responsible for identifying and designating one focal point per office to complete the survey. One general reminder and targeted reminders were sent to increase the response rate. This approach ensured that the survey reached the appropriate staff members who had direct knowledge and experience with the LNOB operational plan and its implementation at both the national and regional levels.

The data collected from the online survey was systematically analyzed using Microsoft Excel and R. Excel was utilized for initial data organization and cleaning, while R was employed to create detailed graphs and charts, as well as to calculate descriptive statistics. The following section provides an in-depth analysis of the respondents' profiles.

Respondent profile

A total of 61 respondents across 58 UNFPA offices participated in the survey, resulting in a response rate of 45.7%.

Respondents were located in 56 UNFPA offices across six regions

Majority of respondents (93.4%) were located in country offices. The rest of the respondents were located in regional offices (3.3%) and sub regional offices (3.3%). Respondents were located in two regional offices (Asia and Pacific Regional Office and East and Southern Africa Regional Office), two sub-regional offices (Pacific Sub Regional Office and Sub Regional Office for the Caribbean) and country offices in the following 52 countries⁵: Albania, Argentina, Bangladesh, Benin, Bolivia, Bhutan, Burundi, Cambodia, Cameroon, Chad, Chile, Costa Rica, Cuba, Democratic People's Republic of Korea, Dominican Republic, Ecuador, El Salvador, Eswatini, Ethiopia, Gambia, Georgia, Guatemala, Guinea, Haiti, Honduras, Indonesia (2), Iran, Iraq, Jordan, Kazakhstan, Kazakhstan (2), Kyrgyzstan, Lebanon, Libya, Maldives, Morocco (4), Myanmar, Nepal, Nigeria, North Macedonia,

⁵ One response per country, except for Indonesia (two responses), Kazakhstan (two responses) and Morocco (four responses).

Oman, Panama, Palestine, Paraguay, Peru, Papua New Guinea, Sierra Leone, Togo, Thailand, Uganda, Uruguay, Viet Nam, Zambia.

In terms of geographical distribution, the largest proportion were located in Latin America and the Caribbean (26.2%), followed by Asia and Pacific (22.9%), Arab States (18.0%), West and Central Africa (13.1%), and Eastern and Southern Africa (9.8%) and Eastern Europe and Central Asia (9.8%).

Gender representation among the respondents

The majority of respondents identified as female (55.7%), while the remaining 44.3% identified as male (Figure 1).

Respondents at country office level primarily focused on development programming

Most country offices (56%) reported a primary focus on development programming, while for 35% their programming includes both humanitarian and development efforts (Figure 2). Only 9% of country offices reported an exclusive focus on humanitarian programming.

Figure 1. Gender distribution among all respondents.

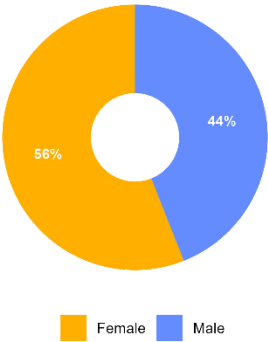
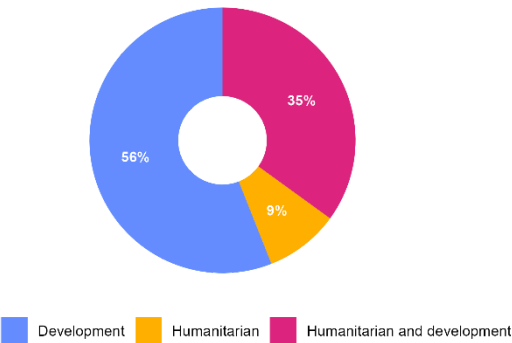


Figure 2. Programming focus at the country office level.



Most respondents spent 75% or more of their time on LNOB

Majority of respondents (43%) reported spending 75% or more of their working time on LNOB (Figure 3). 41% of respondents reported spending around 50% of their working time on LNOB, while 16% reported spending 25% or under. At country office level, respondents reported spending slightly more of their working time to LNOB, compared to regional and sub regional level (Figure 4).

Figure 3. Working time dedicated to LNOB.

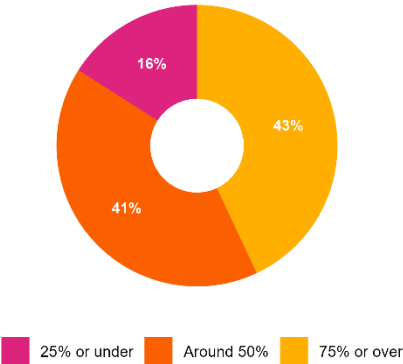
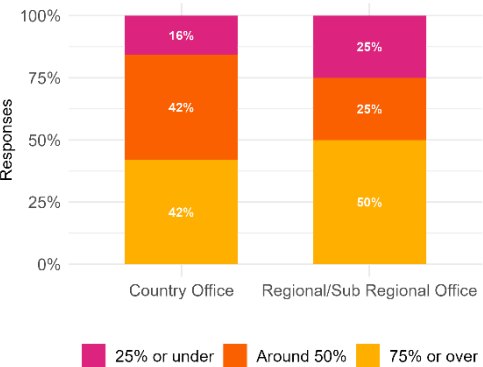


Figure 4. Working time dedicated to LNOB at country offices and regional/sub regional offices.



Online survey questionnaire

Evaluation of UNFPA support to the principles of Leaving No One Behind (LNOB) and Reaching The Furthest Behind (RFB)

Dear colleague, Welcome to the online survey for the formative evaluation of UNFPA support to the integration of the principles of 'Leaving No One Behind' and 'Reaching the Furthest Behind'. Euro Health Group (EHG) has been commissioned by UNFPA to conduct this independent evaluation, with the specific purpose of providing evaluative evidence and learning to enhance UNFPA support to the implementation of the principle of LNOB, by surfacing real-time course correction to the current implementation of the 2022-2025 Strategic Plan and informing the development of the forthcoming 2026-2028 Strategic Plan. The evaluation is due to complete in March 2025. The survey should take around 15 minutes to complete and we would be grateful if it could be completed before **Friday 8th November**. The survey is available in English, Spanish and French. Please complete the survey based on your own perspectives and experiences – there are no right or wrong answers. We want to emphasize that your responses remain strictly confidential and will be accessible only to the evaluation team. If you have any questions or concerns, do not hesitate to contact: Giulia Mantovani at gmantovani@ehg.dk

The following respondent profile questions allow the evaluation team to disaggregate and analyse the response in different ways. The answers remain confidential and the independent evaluation team does not share responses with anyone else within or outside of UNPFA.

Within which type of UNFPA office do you work? *

- ☐ Country Office ☐ Regional Office ☐ Sub Regional Office

Which UNFPA Regional Office? *

- ☐ Arab States RO ☐ Asia and Pacific RO ☐ East and Southern Africa RO
☐ Eastern Europe and Central Asia RO ☐ Latin America and the Caribbean RO
☐ West and Central Africa RO

Which UNFPA sub Regional Office? *

- ☐ Jamaica - SRO ☐ Kazakhstan - SRO ☐ Pacific - SRO

In which country is your office located?

*

- | | | |
|---|--|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Albania | <input type="radio"/> Algeria |
| <input type="radio"/> Angola | <input type="radio"/> Argentina | <input type="radio"/> Armenia |
| <input type="radio"/> Azerbaijan | <input type="radio"/> Bangladesh | <input type="radio"/> Barbados |
| <input type="radio"/> Belarus | <input type="radio"/> Belize | <input type="radio"/> Benin |
| <input type="radio"/> Bhutan | <input type="radio"/> Bolivia | <input type="radio"/> Bosnia and Herzegovina |
| <input type="radio"/> Botswana | <input type="radio"/> Brazil | <input type="radio"/> Burkina Faso |
| <input type="radio"/> Burundi | <input type="radio"/> Cambodia | <input type="radio"/> Cameroon |
| <input type="radio"/> Cape Verde | <input type="radio"/> Central African Republic | <input type="radio"/> Chad |
| <input type="radio"/> Chile | <input type="radio"/> China | <input type="radio"/> Colombia |
| <input type="radio"/> Comoros | <input type="radio"/> Congo | <input type="radio"/> Costa Rica |
| <input type="radio"/> Côte d'Ivoire | <input type="radio"/> Cuba | |
| <input type="radio"/> Democratic People's Republic of Korea | <input type="radio"/> Democratic Republic of the Congo | |
| <input type="radio"/> Djibouti | <input type="radio"/> Dominican Republic | <input type="radio"/> Ecuador |
| <input type="radio"/> Egypt | <input type="radio"/> El Salvador | <input type="radio"/> Equatorial Guinea |
| <input type="radio"/> Eritrea | <input type="radio"/> Eswatini | <input type="radio"/> Ethiopia |
| <input type="radio"/> Gabon | <input type="radio"/> Gambia | <input type="radio"/> Georgia |
| <input type="radio"/> Ghana | <input type="radio"/> Guatemala | <input type="radio"/> Guinea |
| <input type="radio"/> Guinea-Bissau | <input type="radio"/> Guyana | <input type="radio"/> Haiti |
| <input type="radio"/> Honduras | <input type="radio"/> India | <input type="radio"/> Indonesia |
| <input type="radio"/> Iran | <input type="radio"/> Iraq | <input type="radio"/> Jamaica |
| <input type="radio"/> Jordan | <input type="radio"/> Kazakhstan | <input type="radio"/> Kenya |
| <input type="radio"/> Kosovo | <input type="radio"/> Kyrgyzstan | <input type="radio"/> Lao People's Democratic Republic |
| <input type="radio"/> Lebanon | <input type="radio"/> Lesotho | <input type="radio"/> Liberia |
| <input type="radio"/> Libya | <input type="radio"/> Madagascar | <input type="radio"/> Malawi |
| <input type="radio"/> Malaysia | <input type="radio"/> Maldives | <input type="radio"/> Mali |
| <input type="radio"/> Mauritania | <input type="radio"/> Mauritius | <input type="radio"/> Mexico |
| <input type="radio"/> Moldova | <input type="radio"/> Mongolia | <input type="radio"/> Morocco |
| <input type="radio"/> Mozambique | <input type="radio"/> Myanmar | <input type="radio"/> Namibia |
| <input type="radio"/> Nepal | <input type="radio"/> Nicaragua | <input type="radio"/> Niger |
| <input type="radio"/> Nigeria | <input type="radio"/> North Macedonia | <input type="radio"/> Oman |
| <input type="radio"/> Pakistan | <input type="radio"/> Palestine | <input type="radio"/> Panama |
| <input type="radio"/> Papua New Guinea | <input type="radio"/> Paraguay | <input type="radio"/> Peru |
| <input type="radio"/> Philippines | <input type="radio"/> Rwanda | <input type="radio"/> Samoa |
| <input type="radio"/> Sao Tome and Principe | <input type="radio"/> Senegal | <input type="radio"/> Serbia |
| <input type="radio"/> Seychelles | <input type="radio"/> Sierra Leone | <input type="radio"/> Somalia |

<input type="radio"/> South Africa	<input type="radio"/> South Sudan	<input type="radio"/> Sri Lanka
<input type="radio"/> Sudan	<input type="radio"/> Suriname	<input type="radio"/> Syrian Arab Republic
<input type="radio"/> Tajikistan	<input type="radio"/> Tanzania	<input type="radio"/> Thailand
<input type="radio"/> Timor Leste	<input type="radio"/> Togo	<input type="radio"/> Trinidad and Tobago
<input type="radio"/> Tunisia	<input type="radio"/> Türkiye	
<input type="radio"/> Türkiye Gaziantep Cross-Border Office	<input type="radio"/> Turkmenistan	
<input type="radio"/> Uganda	<input type="radio"/> Ukraine	<input type="radio"/> Uruguay
<input type="radio"/> Uzbekistan	<input type="radio"/> Venezuela	<input type="radio"/> Viet Nam
<input type="radio"/> Yemen	<input type="radio"/> Zambia	<input type="radio"/> Zimbabwe

Is your office's programming primarily focused on development or humanitarian settings? *

☐ Humanitarian
☐ Development
☐ Humanitarian and development
☐ I do not know

To which gender do you identify? *

☐ Male ☐ Female ☐ Transgender
☐ Non-binary ☐ Other ☐ Prefer not to disclose

These are the factors identified in the UNFPA LNOB strategy: gender; age; culture; ethnicity or race language or religion; disability; HIV/AIDs status; socioeconomic status; location; migration/asylum/displacement; sexual orientation; and gender identity. Please indicate here if you identify with one of these, or any other factor.. *

How much of your working time is dedicated to address LNOB approximately? Please check the option that best applies. *

☐ 25% or under ☐ Around 50% ☐ 75% or over
☐ Do not know

<p>We would appreciate your thoughts and perspectives on the following questions. There are no right or wrong answers, and this is very much a perception survey. We confirm again that all answers remain confidential.</p>						
<p>1. How familiar are you with the LNOB strategic plan? *</p> <p> <input type="radio"/> Very familiar <input type="radio"/> Familiar <input type="radio"/> Somewhat familiar <input type="radio"/> Do not know </p>						
<p>2. To what extent do you agree with the following statements regarding your office's practices on identifying those furthest behind?</p> <p> Completely agree Agree Slightly disagree Completely disagree Do not know Not applicable </p>						
<p>We conducted a LNOB assessment to inform the development of the Country Programme Document/ Regional Programme</p>	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>We conduct LNOB assessments everytime we need to plan a new intervention</p>	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>We conduct LNOB assessments everytime we need to respond to crisis or emerging humanitarian situations</p>	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.1 If you would like to provide additional information on your office's practices on conducting assessments to identify those furthest behind; please do so here.

3. Which of the following UNFPA global core furthest behind (FB) factors are usually considered by your office to prioritize the groups UNFPA works with? Please check all that apply..

- ☐ Gender
- ☐ Age
- ☐ Culture
- ☐ Ethnicity or race
- ☐ Language or religion
- ☐ Disability
- ☐ HIV/AIDS status
- ☐ Socioeconomic status
- ☐ Location
- ☐ Migration/asylum/displacement
- ☐ Sexual orientation and gender identity
- ☐ Other (please specify)

Other (please specify)

4. To what extent do you agree with the following statements regarding your office's programming?

Completely agree Agree Slightly disagree Completely disagree Do not know Not applicable

We are prioritizing all FB factors identified, including those related with populations considered more politically/culturally sensitive or hard-to-reach

* ☐ ☐ ☐ ☐ ☐ ☐

We are prioritizing some groups based of the FB factors identified, not including those related with populations that are considered more politically/culturally sensitive or hard to reach	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are addressing the FB factors identified, and have fully operationalized an intersectional approach	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1 If you would like to share any reflections on the factors that are not being addressed and the reasons behind this, please do so here.							
4.2 If you would like to share good practices from your office regarding integrating FB factors into programming, please do so here.							
5. To what extent do you agree that LNOB, in your office, has been sufficiently integrated into the following UNFPA outputs?		Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable
Policy and accountability	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of care and services	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender and social norm	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Population change and data	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanitarian action	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adolescents and youth	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you agree that the following are key external barriers to address in order to advance LNOB work in your country or region?	Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable
Unfavorable political environment *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfavorable socio-economic context *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of/low quality of disaggregated data *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of reliable and competent partners *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural resistance *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate adaptation of LNOB strategy to fit specific contextual needs *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify.						

7. To what extent do you agree with the following statements regarding your office's engagement with organizations/representatives of those furthest behind?	Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable
My office supports the capacities of organizations/representatives of those furthest behind to advocate for their own rights	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office supports efforts to institutionalize/ enhance accountability mechanisms for the rights of those furthest behind	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office consults with organizations/representatives of those furthest behind to inform our overall programming	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office consults with organizations/representatives of those furthest behind before planning an intervention	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office engages with organizations/representatives of those furthest behind when implementing an intervention	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent do you agree with the following statements regarding your office's contributions to LNOB data-related work?	Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable
My office contributes with data to strategically position LNOB principles in Common Country Assessments	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office contributes with data to strategically position LNOB principles in United Nations Country Teams (UNCT) coordination mechanisms.	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office generates disaggregated data for advocacy and programming	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office supports national capacities to generate and use disaggregated data to inform evidence-based public policy	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. To what extent do you agree with the following statements regarding your office's role on human rights within the LNOB agenda?	Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable
My office advocates for the advancement of human rights for those furthest behind	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My office works at policy level to promote human rights instruments aiming at the advancement of human rights for those furthest behind	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office promotes social norms change to address discrimination and exclusion	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Which of the following recruitment policies and actions are being implemented at your office?							
<input type="checkbox"/> Strategies and policies to employ persons who identify with FB factors in the office							
<input type="checkbox"/> Affirmative recruitment policies for those who identify with FB factors in the office							
<input type="checkbox"/> Strategies and policies to increase inclusion and accessibility of staff for those who identify with FB factors							
<input type="checkbox"/> Strategies allowing implementing partners to recruit staff who identify with FB factors							
<input type="checkbox"/> Other (please specify)							
<input type="checkbox"/> Do not know							
Other (please specify)							

11. To what extent do you agree that UNFPA should do more to diversify the workplace and recruit individuals who identify with FB factors? *							
<input type="radio"/> Completely agree							
<input type="radio"/> Agree							
<input type="radio"/> Slightly disagree							
<input type="radio"/> Completely disagree							
<input type="radio"/> Do not know							
<input type="radio"/> Not applicable							
12. If you would like to provide additional information on what would you like to see being implemented to foster diversity in the UNPFA workplace and recruitment from those who identify with furthest behind factors, please do so here..							
13. To what extent do you agree with the following statements regarding your office's capacities to monitor, document and communicate LNOB work and results?							
	Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable	
My office effectively incorporates LNOB into M&E frameworks	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office effectively reports LNOB results through corporate monitoring systems	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My office effectively communicates results on LNOB work	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My office effectively documents and share good practices on LNOB work	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.1 If you would like to provide additional information on your office's good practices or challenges faced to monitor, document and communicate LNOB and RFB work and results; please do so here..							
14. To what extent do you agree with the following statements regarding internal barriers or hindering factors that affect your office's ability to advance work on LNOB?		Completely agree	Agree	Slightly disagree	Completely disagree	Do not know	Not applicable
There is a lack of clarity on priority populations we should focus on	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our office lacks a strategic focus on LNOB	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobilizing funding and financing for the LNOB agenda is a significant challenge	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We lack the skills and/or experience needed to effectively reach those furthest behind	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited access (such as security issues, or geographical remoteness) hampers our capacity to reach those furthest behind	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Staff attitudes and mindset towards certain populations are a significant barrier	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative and procurement policies and procedures are insufficient for working with those furthest behind (e.g., translation, accessible venues, accommodating special needs, etc.)	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNFPA financial requirements for implementing partners limits our ability to work with grassroots organizations that represent those furthest behind	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not receive adequate support from UNFPA headquarters or the Regional Office (as applicable)	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance fatigue hinders our capacity to absorb and implement new strategic directions related to LNOB work	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UN does not present a unified voice on LNOB-related agendas.	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are competing priorities for resources	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.1 If you would like to provide additional information on internal barriers or hindering factors; please do so here.

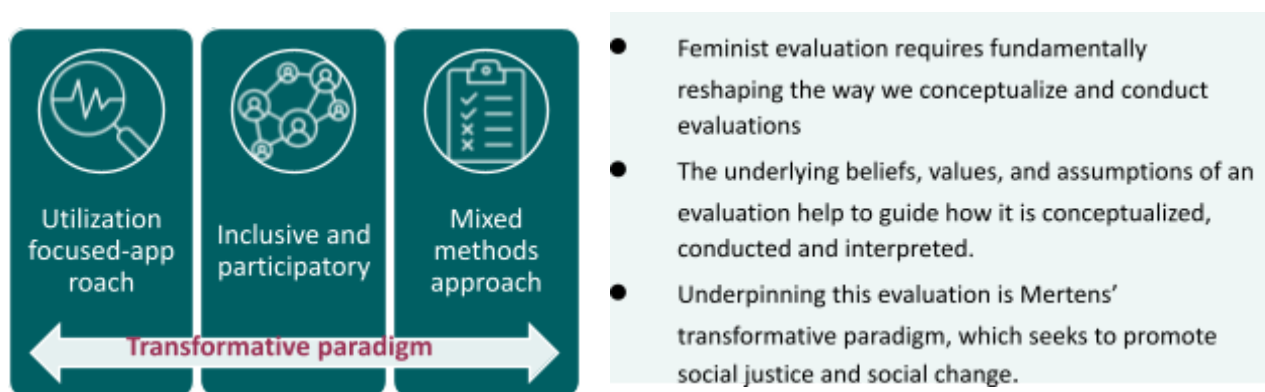
15. Is there anything else you would like to mention about the UNFPA approach to LNOB and reaching the furthest behind, specifically regarding any further support you may require from UNFPA Regional Office/Headquarters to advance the agenda?

Annex 5 Feminist principles in evaluation – Lessons learned

There is a strong belief within the UNFPA evaluation office that incorporating a fundamental shift into how evaluations are conducted and reducing the exclusionary aspects of evaluation as much as possible will result in an evaluation that is more relevant and impactful. Therefore, inclusive feminist principles were adopted with the intention of engaging, empowering, and endorsing the agency of all stakeholders related to the evaluation subject matter, particularly those from communities who identify with LNOB factors.

Mertens’ transformative paradigm: the evaluation design was informed by Mertens’ transformative paradigm applying a mixed methods approach while being inclusive and participatory, and utilization focused. This paradigm, succinctly, suggests that mixed methods approaches and the combining of both qualitative and quantitative methodologies for data collection allows for recognition that realities are shaped by social, political, cultural, economic and other values and statuses and impacted by social power dynamics. The transformative paradigm further states that qualitative data collection of perspectives from different people in society coupled with quantitative analysis can provide demonstrable credibility.⁶ See Figure X and Table X.

Figure Feminist research framework⁷



Feminist Approaches and Principles: specific feminist principles applied throughout the evaluation included continual examinations of power dynamics throughout the evaluation processes, seeking to redistribute power to marginalized populations, and ensuring that evaluation findings are used to advocate for the rights of the furthest behind. The evaluation also sought to recognize the intersectional identities and multiple factors of exclusion that can shape an individual's experiences of being left behind. This includes consideration of the diverse social, cultural, and political contexts in which the evaluation takes place. Lastly, the evaluation served not only to assess the effectiveness of programmes but also to understand how the process of evaluation itself can contribute to transformative change that benefits individuals and communities.

⁶ Mertens, D.M. (2024). Mixed methods research for social betterment and a more just world. *Journal of Mixed Methods Research*, 0(0), 1-9. DOI: 10.1177/15586898241256834

⁷ Adapted from UNFPA Evaluation Office. Leaving no one behind in the delivery of the UNFPA mission: Why is feminist evaluation needed presentation at Evaluation and gender equality: Why we need more feminist evaluations webinar. April 2024. <https://www.youtube.com/watch?v=tlj84WqueDE>

Table Principles applied in the evaluation

How principles were applied	Examples from case studies	Quotes from evaluation participants
<u>Feminist principles:</u> Key informant interviews were as non-extractive as possible, fostering a discussion and learning exchange between the evaluator and the interviewee with the view to leaving the interviewee feeling respected and empowered by the end of the interview.	LAC Case Study: An indigenous evaluator supported the evaluation team in adapting to differences in contextual narratives between stakeholder groups, and in turn recognizing and valuing their unique histories, struggles, and perspectives.	“Even these evaluations – we are excited to know there is a world out there interested in our work. ... We see that UNFPA tries to feed our souls – I feel visible.” ⁸
<u>Inclusive and participatory:</u> all interviewees were treated as participants within the evaluation rather than just ‘key informants’ with a strong focus on bringing perspectives and ideas for improvement from interviewees into the evaluation narrative.	Humanitarian and MIC/Low Fertility Case Studies: The evaluation sought voices of both men and women, and of country-level national colleagues to ensure a diverse range of perspectives could be gathered and data was analysed with different power dynamics considered. Malawi Case Study: Perspectives of staff with different levels of the organization (e.g., interns) and reflections on their decision-making power were considered.	“UNFPA is huge, and it makes you feel empowered. We are organizing meetings with other organizations, and like this we come up with solutions. This makes me feel like I am also not left behind.” ⁹
<u>Utilization and formative approach:</u> questions had a strong focus on what interviewees would like to see UNFPA doing in the future, as much as what has been done to date.	Türkiye Case Study: Debriefing meetings served as a forum not only to get feedback on preliminary themes, but also to share ideas for future country-level programming and co-create implications for UNFPA at different levels. LAC Case Study: Recognized the broader implications of indigenous and ancestral knowledge systems to areas such as development, policymaking, and scientific discourse.	“I could help with the distributions. Actually, as a little girl, I fled the war. So, I want to be involved with these organizations. I want to help people who have experienced things like me.” ¹⁰

Lessons learned: The evaluation team reflected upon the factors, such as our own backgrounds, as well as institutional and contextual structures that may have influenced knowledge production within the scope of this evaluation. The following lessons learned – with a focus on what didn’t work

⁸ Key informant interviews with UNFPA staff in Türkiye.

⁹ Key informant interviews with UNFPA implementing partners in Türkiye.

¹⁰ FGDs with refugee adolescent girls in Türkiye.

and could be improved in future evaluations – is drawn from reflections undertaken in the analysis workshop.

Diversity of the evaluation team: The evaluation team brought a wide range of complementary technical expertise and experience to evaluate UNFPA LNOB efforts. Team members had a diverse set of language skills and geographic expertise, with core members of British, Brazilian, Zimbabwean and Australian nationalities. Engaging national consultants in Pakistan, Panama, Peru and Costa Rica and an indigenous evaluator in LAC improved the quality of data collection and the contextualisation of findings in these case studies. However, these individuals did not participate in the analysis workshop which may have brought forth more diverse insights and perspectives for the knowledge production in the wider evaluation. Similarly, while the evaluation team had members at different stages of their careers, the resources available did not allow for more comprehensive approaches to engaging evaluators from LNOB groups in every country – including mutual learning and capacity building between team members.

Feminist approaches take time: The feminist value of proximity has important implications for the time dedicated to evaluation. Proximity means “being close to” and “showing solidarity through spending time” with those affected.¹¹ While efforts were made to ensure adequate time for KII and FGDs, in most countries, the quality of feminist approaches were limited by the time and financial resources available to spend with community members – time to get to know each other, build trust and understand what change matters the most. Available resources not only affects the core evaluation team, but also t UNFPA and partner colleagues, drivers, interpreters and of course community members, many of which continue to face challenges in meeting the most basic of survival needs. As such, time and financial resources is a critical consideration – and strategies to address this through greater engagement and capacity building of LNOB groups – to fully realize feminist approaches to evaluations.

Participatory approaches need to be responsive to the skills and preferences of LNOB groups: A feminist approach means being open to different types of contributions that LNOB communities want to make to the evaluation, letting them decide what change matters the most, and creating opportunities for them to share this in their own words and a way they feel most comfortable. It means creating space for the complexity of people’s experiences to be fully shared and recognized, rather than narrowing their contribution to numbers or simplified into “superficial vignettes”.¹² In LAC, the evaluation team sought to foster contextual narratives, adapting LNOB language in line with the agency of each informant, respecting and appreciating their unique histories, struggles, and perspectives. In Türkiye, the evaluator had a communication toolbox available for FGDs with adolescent girls and women with intellectual disabilities¹³ – however, a lack of time and interpretation challenges hindered meaningful implementation.

More space for transformative approaches in evaluation processes: In line with feminist values of reflexivity, evaluations need to increasingly foster reflection among stakeholders of their own values, backgrounds, the power dynamics, and organizational structures that affect work with LNOB communities. While this evaluation did explore all these factors, it was not done in a transformative way. More attention could be given in future evaluations to identifying and supporting members of LNOB communities to collect and share their own stories, not only with evaluators, but also with

¹¹ Lokot, M. (2019). The space between us: Feminist values and humanitarian power dynamics in research with refugees. *Gender and Development*, 27, 467-484.

¹² Lokot, M (2019). The space between us: Feminist values and humanitarian power dynamics in research with refugees. *Gender and Development*, 27, 467-484.

¹³ Adapted from:

<https://www.womensrefugeecommission.org/wp-content/uploads/2020/04/GBV-Disability-Youth-Toolkit-4-Communication-Toolbox.pdf>

UNFPA staff, implementing partners and other key stakeholders. In this way, their experiences will be at the centre of the evaluation process, and assumptions and misconceptions among key stakeholders can be challenged.

Finally, it follows from these previous points that the **type of evaluation in question may constrain or alternatively open doors for greater realization of feminist principles**. A corporate evaluation of this nature will inherently bring with it challenges relating to proximity with communities and ensuring representation from the diversity of feminist movements at all levels of UNFPA’s work. As such, there is a need to acknowledge that no single evaluation will be able to demonstrate and / or capture UNFPA’s efforts to advance feminist approaches. Instead, feminist principles and approaches should be embedded in wider evaluation practices of the organization. Practically, this can start with evaluation teams providing critical reflections on how their own backgrounds and beliefs may have shaped the evaluation process, and what worked, where and why in their efforts to implement feminist approaches. In this way, over time, the combined learning will contribute to transformative potential of UNFPA evaluations.

Annex 6 List of positions consulted

Table List of positions consulted at global, regional and country level

Global and regional level		
No.	Position	Organization
1	Programme Specialist, Cash and Voucher Assistance	UNFPA, HRD
2	Global Humanitarian Sexual and Reproductive Health Advisor	UNFPA, HRD
3	Humanitarian GBV Specialist	UNFPA, HRD
4	EECARO, Regional Advisor for Population and Development	UNFPA EECARO
5	EECARO, Regional Monitoring and Evaluation Advisor	UNFPA EECARO
6	New LNOB Coordinator	UNFPA, Gender, Human Rights and Inclusion Branch
7	WCARO, Gender and Human Rights Advisor	UNFPA, WCARO
8	M&E Specialist	UNFPA Tanzania
9	Specialist SRH and HIV	UNFPA Tanzania
10	Programme Analyst Zanzibar	UNFPA Tanzania
11	Technical Advisor for GE and HR	UNFPA Tanzania
12	Partnership Advisor, in charge of civil society	UNFPA
13	M&E Advisor	UNDP
14	Head Gender, Human Rights and Inclusion Team	UNFPA
15	Executive Director	Minority Rights
16	Programme and Technical Advisor	UNFPA
17	Lesotho Head of Office	UNFPA
18	Director	Hera
19	WCARO Social Norms and Harmful Practices Specialist	UNFPA
20	WCARO Human Resource Business Partner	UNFPA
21	SWEDD Director, WCARO	UNFPA
22	Programme Officer, Gender, Race and Ethnicity - LICA	UNFPA Brazil
23	Comprehensive Sexuality Education Specialist and Disability and LNOB focal point	UNFPA, ESARO
24	Human Rights Technical Adviser. Gender, Human Rights, and Inclusion Branch	UNFPA, Headquarters
25	Founding Partner & Executive Director	Inclusive Development Partners
26	Senior Technical Adviser PD branch	UNFPA, Headquarters
27	HR Specialist, Diversity and Inclusion, and Staff Engagement	UNFPA, Headquarters
28	Strategic Planning Advisor	UNFPA, Headquarters
29	Regional M&E Advisor, ERG Member	UNFPA ASRO
30	SRHR Coordinator	UNFPA Uganda
31	Representative	UNFPA Bangladesh
32	M&E Specialist	UNFPA Bangladesh
33	Regional M&E Advisor	UNFPA APRO
34	Deputy Representative	UNFPA PNG
35	Regional Advisor on HIV and Youth	UNFPA EECARO
36	SRH/HIV Specialist, HIV/AIDS Advisor	UNFPA
37	Global CSE focal point	UNFPA
38	Technical Specialist	UNFPA
Malawi country case study		

39	Deputy Country Representative	UNFPA Malawi
40	International Operations Manager	UNFPA Malawi
41	Gender Programme Specialist	UNFPA Malawi
42	Programme Analyst, Adolescents and Youth	UNFPA Malawi
43	Youth and Adolescents Specialist	UNFPA Malawi
44	Programme Analyst, Youth, Gender and Innovation	UNFPA Malawi
45	Programme Analyst	UNFPA Malawi
46	Monitoring and Evaluation Specialist	UNFPA Malawi
47	Adolescents and Young People Consultant	UNFPA Malawi
48	RHCS and Humanitarian Specialist	UNFPA Malawi
49	Program Manager	UNFPA Malawi
50	Administration Assistant	UNFPA Malawi
51	National Programme Associate and Procurement Focal Person	UNFPA Malawi
52	Human Resources Consultant	UNFPA Malawi
53	Monitoring and Evaluation Officer	UNFPA Malawi
54	Gender, Youth and ASRHR Analyst	UNFPA Malawi
55	Spotlight GBV Services Officer	UNFPA Malawi
56	Programme Officer, Monitoring and Evaluation	UNFPA Malawi
57	Director	Ministry of Gender
58	Director, Reproductive Health Directorate	Ministry of Health
59	Programmes Manager	Malawi Girl Guides Association
60	Executive Director	Family Planning Association Malawi
61	District Planning Director	Mchinji District
62	District Youth Office	Mchinji District
63	Social Welfare Officer	Mchinji District
64	Matron and District Focal Person for UNFPA	Mchinji District
65	Gender Officer	Mchinji District
66	MACODA Officer	Mchinji District
67	District Commissioner	Dedza District
68	Disability Officer	Dedza District
69	Gender Officer	Dedza District
70	HIV Service Provider	Dedza District
71	District Health Officer	Dedza District
72	District Commissioner	Chikwawa District
73	District Disability Officer	Chikwawa District
74	District Youth Officer	Chikwawa District
75	District Health Officer	Chikwawa District
76	Gender Officer, Chikwawa District	Chikwawa District
77	District Planning Director,	Chiradzulu District
78	Youth Friendly Health Services Coordinator	Chiradzulu District
79	District Health Officer	Chiradzulu District
80	District Youth Officer	Chiradzulu District
81	Director of Disability Programmes	Malawi Human Rights Commission
82	Executive Director	GENET
83	Resident Coordinator	UN
84	Monitoring and Evaluation Specialist	FAO
85	Coordination Specialist	FAO
86	Adolescent Development and Participation Specialist	UNICEF
Pakistan country office		

87	Country Representative	UNFPA
88	Deputy Representative	UNFPA
89	Assistant Representative	UNFPA
90	Programme Management Analyst	UNFPA
91	Humanitarian Analyst	UNFPA
92	Planning, Monitoring and Reporting Analyst	UNFPA
93	Programme Associate	UNFPA
94	Adolescent and Youth Lead	UNFPA
95	Communication Lead	UNFPA
96	FP Advisor	UNFPA
97	Gender Focal Person	UNFPA
98	Programme Specialist SRH	UNFPA
99	Programme Analyst Midwifery	UNFPA
100	Programme Analyst SRH-M&E	UNFPA
101	Programme Analyst Population Dynamics SRH	UNFPA
102	Programme Analyst	UNFPA
103	Programme Analyst SRH	UNFPA
104	Deputy Director	Women Development Department, Government of Sindh
105	Assistant Director	Women Development Department, Government of Sindh
106	Assistant Director	Women Development Department, Government of Sindh
107	Director	Indus Hospital and Health Network
108	Deputy Director	Population Welfare Department, Government of Sindh
109	Assistant Director, Clinics	BHU Phandu, Sarhad Rural Support Programme, KP
110	Supervisor	BHU Phandu, Sarhad Rural Support Programme, KP
111	District In-charge, Peshawar	BHU Phandu, Sarhad Rural Support Programme, KP
112	Labour Room Staff	BHU Phandu, Sarhad Rural Support Programme, KP
113	Female Social Organiser	BHU Phandu, Sarhad Rural Support Programme, KP
114	Clinical Psychologist	BHU Phandu, Sarhad Rural Support Programme, KP
115	Field Coordinator	BHU Phandu, Sarhad Rural Support Programme, KP
116	Supervisor	BHU Phandu, Sarhad Rural Support Programme, KP
117	Project Director	Provincial Disaster Management Authority, KP
118	M&E Office	Provincial Disaster Management Authority, KP
119	IT Officer	Provincial Commission for Status of Women, KP
120	Deputy Director, MCH	Director General Health Services, KP

121	Deputy Director, Technical	Provincial Population Welfare Department, KP
122	Additional Director, Academia	Department of Education, KP
123	Senior Instructor	Department of Education, KP
124	Primary School Teacher	Department of Education, KP
125	Programme Manager	Rural Support Programme Network (RSPN)
126	M&E Officer	Rural Support Programme Network (RSPN)
127	Programme Manager	HANDS
128	Programme Coordinator	Pakistan National Forum on Women's Health (PNFWH)
129	Provincial Lead	IPAS
130	M&E Officer	IPAS
131	Programme Officer	Prime Foundation
132	Project Officer	ACT International
133	Principal M&E Officer	ACT International
134	Youth Representative	ACT International
135	Youth Representative	ACT International
136	Project Coordinator	GDP
137	Director	Sarhad Rural Support Programme
138	Programme Coordinator	Sarhad Rural Support Programme
139	Trans Right Activist	WHO Collaborative Project
140	Programme Coordinator	UN-IOM
Türkiye country case study		
141	Project Coordinator	Key Refugee Groups (KRG) Service Unit, UNFPA Türkiye
142	Counsellor	Key Refugee Groups (KRG) Service Unit, UNFPA Türkiye
143	Protection Officer	Key Refugee Groups (KRG) Service Unit, UNFPA Türkiye
144	Protection Associate	Key Refugee Groups (KRG) Service Unit, UNFPA Türkiye
145	Representative for Türkiye, Country Director for Azerbaijan and Georgia	UNFPA Türkiye
146	Assistant Representative for Türkiye	UNFPA Türkiye
147	Humanitarian Programme Coordinator	UNFPA Türkiye
148	Programme Analyst (Humanitarian)	UNFPA Türkiye
149	Programme Analyst (Humanitarian)	UNFPA Türkiye
150	Information Management (IM) Associate	UNFPA Türkiye
151	Data Associate	UNFPA Türkiye
152	Information Management Consultant	UNFPA Türkiye
153	Reproductive Health, National Programme Officer	UNFPA Türkiye
154	Disability Inclusion Expert	Association of Women with Disabilities Türkiye
155	Associate Protection Officer	UNHCR
156	Operations Manager	UNFPA Türkiye
157	Coordinator	WHO Türkiye
158		Bureau of Population, Refugees, and Migration (PRM), U.S. Department of State

159	GBV in Emergencies (GBViE) Programme Analyst	UNFPA Türkiye
160	Programme Officer	Directorate-General for European Civil Protection and Humanitarian Aid Operations (DG-ECHO)
161	Field Associate for İzmir	UNFPA Türkiye
162	Doctor	Women and reproductive health unit, Halk Sagligi Uzmanlari Dernegi - HASUDER
163	Midwife	Women and reproductive health unit, Halk Sagligi Uzmanlari Dernegi - HASUDER
164	Nurse	Women and reproductive health unit, Halk Sagligi Uzmanlari Dernegi - HASUDER
165	Field Coordinator for Hatay	UNFPA Türkiye
166	MEAL Officer	Women's Health Counselling Centre, Women and Girls Safe Spaces Project, Association for Social Development & Aid Mobilization (ASAM)
167	Social worker	Women's Health Counselling Centre, Women and Girls Safe Spaces Project
168	Social worker	Women's Health Counselling Centre, Women and Girls Safe Spaces Project
169	PSS worker	Women's Health Counselling Centre, Women and Girls Safe Spaces Project
170	Nurse	Women's Health Counselling Centre, Women and Girls Safe Spaces Project
171	Nurse	Women's Health Counselling Centre, Women and Girls Safe Spaces Project, Association for Social Development & Aid Mobilization (ASAM)
172	Midwife and Health Manager	Disabled Person's Service Unit, SENED
173	Erdem Yaman	Disabled Person's Service Unit, SENED
174	Midwife & Nurse	Disabled Person's Service Unit, SENED
175	Midwife & Nurse	Disabled Person's Service Unit, SENED
176	Psychosocial Support Worker	Disabled Person's Service Unit, SENED
177	KRG Thematic Coordination Group Co-Chair	UNHCR Türkiye
178	Programme Analyst	UN Women
179	Field Coordination Consultant for Gaziantep and Kahramanmaraş	UNFPA Türkiye
180	Programme Analyst (Protection)	UNFPA Türkiye

	Interagency 3RP National Protection Sector	Inter-Agency Coordination Unit, UNHCR Türkiye
181	Coordinator	
182	Project Coordinator	Association for Social Development & Aid Mobilization (ASAM)
183	Coordinator of disability projects	Association for Social Development & Aid Mobilization (ASAM)
Humanitarian thematic paper		
184	Programme Specialist, Cash and Voucher Assistance	UNFPA, HRD
185	Global Humanitarian Sexual and Reproductive Health Advisor	UNFPA, HRD
186	Humanitarian GBV Specialist	UNFPA, HRD
187	Regional Humanitarian Advisor	UNFPA ASRO
188	Humanitarian Localization and Partnerships Specialist	UNFPA, HRD
189	Humanitarian Supplies Analyst	UNFPA, HRD
190	Emergency Specialist	UNFPA, HRD
191	Regional Humanitarian Advisor	UNFPA WCARO
192	Interagency Cooperation Specialist	UNFPA, HRD
193	AAP Specialist, Afghanistan	UNFPA
194	Humanitarian Data Specialist	UNFPA, HRD
195	Head of Office, Whole of Syria Hub	UNFPA
196	Humanitarian Programme Coordinator, Burkina Faso,	UNFPA
197	Humanitarian Programme Coordinator, Nigeria,	UNFPA
MIC and low-fertility settings thematic paper		
198	Regional Technical Adviser, Population and Development (Census and Data)	UNFPA APRO
199	Regional Technical Specialist on Population and Development	UNFPA APRO
200	Regional Advisor on HIV and Youth	UNFPA EECARO
201	Regional Advisor for Population and Development	UNFPA EECARO
202	Regional Monitoring and Evaluation Advisor	UNFPA EECARO
203	Regional Adviser on Gender	UNFPA EECARO
204	Regional Adviser, Strategic Partnerships	UNFPA EECARO
205	Gender & PD Programme Analyst	UNFPA Albania
206	Assistant Representative	UNFPA Bosnia and Herzegovina
207	Program Specialist, Sexual and Reproductive Health and Rights	UNFPA China
208	Programme Specialist, Population and Development	UNFPA China
209	Program Analyst, Population and Development	UNFPA Iran
210	Head of Office	UNFPA North Macedonia
211	Programme Coordinator on Population Change, Data and Innovation	UNFPA Thailand
212	Regional Technical Adviser, Population and Development (Census and Data)	UNFPA APRO
213	Regional Technical Specialist on Population and Development	UNFPA APRO

214	Regional Advisor on HIV and Youth	UNFPA EECARO
215	Regional Advisor for Population and Development	UNFPA EECARO
216	Regional Monitoring and Evaluation Advisor	UNFPA EECARO
217	Regional Adviser on Gender	UNFPA EECARO
218	Regional Adviser, Strategic Partnerships	UNFPA EECARO
219	Gender & PD Programme Analyst	UNFPA Albania
220	Assistant Representative	UNFPA Bosnia and Herzegovina
221	Program Specialist, Sexual and Reproductive Health and Rights	UNFPA China
222	Programme Specialist, Population and Development	UNFPA China
223	Program Analyst, Population and Development	UNFPA Iran
224	Head of Office	UNFPA North Macedonia
225	Programme Coordinator on Population Change, Data and Innovation	UNFPA Thailand
LAC regional case study		
Costa Rica		
226	Indigenous Woman	Activist
227	Activist Calypso	Activist
228	Youth leadership	Activist
229	Activist. (Former Parliamentarian)	Activist
230	Activist. (Former Commissioner for People of African Descent)	Activist
231	Activist , Women Ocean Guardians	Activist
232	President	Talamanca Indigenous Women's Association - ACUMITA
233	Secretary	Talamanca Indigenous Women's Association - ACUMITA
234	First Secretary and Head of Cooperation	Embassy of the Grand Duchy of Luxembourg
235	Gynecologist	Costa Rican Social Security Fund,
236	Head of Integrated Care and National Care and Support Secretariat Coordinator	Joint Institute for Social Assistance - IMAS
237	Social Worker - Community Projects and Services Unit	Limón Municipality
238	Social Worker - Community Development Unit (Former Vice-minister for Youth)	Limón Municipality
239	Promoción de la Igualdad de género	MEP
240	Advisor	Ministry of Health
241	Head of the Foresight Unit	Ministry of National Planning and Economic Policy - MIDEPLAN
242	Gender Equality Unit Advisor	Ministry of Public Education
243	National Coordinator of the Local Committees for Indigenous Education	Ministry of Public Education

244	Social worker	National Child Welfare Agency - PANI
245	Responsible for International Affairs and External Cooperation	National Council of Persons with Disabilities - CONAPDIS
246	Economic and social planner	National Institute of Statistics and Census - INEC
247	Design, Analysis and Output Coordinator, National Census	National Institute of Statistics and Census - INEC
248	Ombudswoman	Ombudsman's Office
249	Commissioner for Social Inclusion	Presidency of the Republic of Costa Rica
250	Social worker	Public Library Limón Municipality
251	Advisor	Vice-Ministry of Youth
252	Vice-Minister	Vice-Ministry of Youth
253	Parliamentarian	National Parliament
254	Parliamentarian	National Parliament
255	Senior Specialist and Coordinator of Gender Equality and Women Empowerment	UNDP
256	Officer Democratic Governance	UNDP
257	Programme Specialist for Social and Human Sciences and Gender Focal Point for Central America	UNESCO
258	Senior Associate for Protection	UNHCR
259	Programme Manager	UNICEF
260	President	United Nations Permanent Forum on People of African Descent
261	Resident Coordinator	United Nations Resident Coordinator Office
262	Consultant	UNFPA Costa Rica Country Office
263	Asociado de Programa UNFPA Costa Rica	UNFPA Costa Rica Country Office
264	Programme Associate	UNFPA Costa Rica Country Office
265	Head of Office	UNFPA Costa Rica Country Office
Panamá		
266	Activist	Foro Afropañameno
267	Country Director	HIAS Panamá
268	Staff	International Committee of the Red Cross
269	Staff	International Committee of the Red Cross
270	Staff	International Committee of the Red Cross

271	Activist	Los Santos Afro-Santeño Family Centre
272	Activist	The Society of Friends of the West Indian Museum of Panama
273	President	Voces de Mujeres Afrodescendientes en Panamá
274	Coordinator	Health Centre Santana
275	Coordinator Directorate for Medicines and Health Supplies	Ministry of Health
276	Maternal House staff	Ministry of Health
277	Childhood and adolescent Health coordinator	Ministry of Health
278	SRH coordinator	Ministry of Health
279	Maternal House staff	Ministry of Health
280	Vice-Minister	Ministry of Health
281	Regional Subdirector	Ministry of Health
282	Regional Director	Ministry of Health
283	Pharmacist	Ministry of Health
284	Responsible for the metropolitan region	Ministry of Health
285	National Coordinator for the Elderly	Ministry of Social Development
286	Minister's Office	Ministry of Social Development
287	Social Policy Director	Ministry of Social Development
288	Comprehensive Care Centre Coordinator	Ministry of Women's Affairs
289	Minister	Ministry of Women's Affairs
290	International Cooperation Specialist	Ministry of Women's Affairs
291	International Cooperation Coordinator	Ministry of Women's Affairs
292	Human Rights Specialist	Ministry of Women's Affairs
293	Specialist	Ministry of Women's Affairs
294	Director	National Institute of Statistics and Census - INEC
295	Executive Director	National Secretariat for Afro-Panamanian Policy and Development
296	Minister	Social Development Ministry
297	Officer	UNHCR
298	Resident Coordinator	United Nations Resident Coordinator Office

29 9	Coordinator	UNOCHA
30 0	Gender Programme Specialist and Focal point for indigenous peoples	UNFPA Latin American and the Caribbean Regional Office
301	Regional Technical Advisor SRH	UNFPA Latin American and the Caribbean Regional Office
30 2	Adolescents and Youth Specialist	UNFPA Latin American and the Caribbean Regional Office
30 3	Advisor	UNFPA Latin American and the Caribbean Regional Office
30 4	Regional Mobilization Advisor	UNFPA Latin American and the Caribbean Regional Office
30 5	Programme Specialist	UNFPA Latin American and the Caribbean Regional Office
30 6	Humanitarian Regional Adviser. Office in Charge - Venezuela Country Office	UNFPA Latin American and the Caribbean Regional Office
30 7	Deputy Regional Director	UNFPA Latin American and the Caribbean Regional Office
30 8	Project Coordinator	UNFPA Latin American and the Caribbean Regional Office
30 9	Humanitarian Consultant	UNFPA Latin American and the Caribbean Regional Office
310	Program Specialist	UNFPA Latin American and the Caribbean Regional Office
311	Regional gender adviser	UNFPA Latin American and the Caribbean Regional Office
312	PD Advisor	UNFPA Latin American and the Caribbean Regional Office
313	Regional Director	UNFPA Latin American and the Caribbean Regional Office
314	Consultant	UNFPA Panamá Country Office
315	SRH officer	UNFPA Panamá Country Office
316	Representative	UNFPA Panamá Country Office
317	Head of Office	UNFPA Panamá Country Office
318	Consultant	UNFPA Panamá Country Office
319	Youth Analyst	UNFPA Panamá Country Office
32 0	Consultant Gender	UNFPA Panamá Country Office
321	Consultant Communication	UNFPA Panamá Country Office
32 2	Communication Officer	UNFPA Panamá Country Office
Perú		
32 3	Health Centre	Patients
32 4	Afro-Peruvian teacher Yapatara	Activist
32 5	Director	Asociación Benéfica PRISMA
32 6	Sub-director	Asociación Benéfica PRISMA
327	Specialist	Asociación Benéfica Prisma
32 8	Health for Vulnerable Population specialist	Asociación Benéfica PRISMA

329	Programme Manager	Care Perú
330	Specialist	Care Perú
331	Programme Manager	Care Perú
332	Executive Director	PROMSEX
333	Director	Roundtable for the Fight against Poverty (MCLCP) .
334	Member	Roundtable for the Fight against Poverty (MCLCP) .
335	Gender Coordinator	Spanish Agency of International Cooperation for Development AECID
336	Responsible for indigenous children and young people	Centre of Indigenous Cultures of Peru ‘Chirapaq’
337	MM ENoC Specialist - Executive Directorate Sexual and Reproductive Health	Ministry of Health
338	Specialist - Health Centre Los Algarrobos Piura	Ministry of Health
339	Specialist - Health Centre Los Algarrobos Piura	Ministry of Health
340	Specialist - Health Centre Los Algarrobos Piura	Ministry of Health
341	GBV Specialist - Regional Directorate of Health Piura	Ministry of Health
342	Specialist - Health Centre Los Algarrobos Piura	Ministry of Health
343	SRH specialist - Health Centre Los Algarrobos Piura	Ministry of Health
344	Executive Directorate Sexual and Reproductive Health	Ministry of Health
345	Planning Specialist - Executive Directorate Sexual and Reproductive Health	Ministry of Health
346	SRH Specialist -Regional Directorate of Health Piura	Ministry of Health
347	Director - Regional Directorate of Health Piura	Ministry of Health
348	AY pregnancy specialist. Executive Directorate Sexual and Reproductive Health	Ministry of Health
349	Specialist - Ypatera Health Centre	Ministry of Health
350	FP specialist - Executive Directorate Sexual and Reproductive Health	Ministry of Health
351	GBV specialist - Executive Directorate Sexual and Reproductive Health	Ministry of Health
352	Specialist - Health Centre Los Algarrobos Piura	Ministry of Health
353	Specialist	Ministry of Women and Vulnerable Populations
354	Specialist	Ministry of Women and Vulnerable Populations
355	Specialist	Ministry of Women and Vulnerable Populations

356	Specialist Women's emergency centre Morropon Piura	Ministry of Women and Vulnerable Populations
357	Coordinator	National Institute of Statistics and Technology
358	Specialist	National Institute of Statistics and Technology
359	Director	National Institute of Statistics and Technology
360	Specialist	National Maternal and Perinatal Institute
361	Specialist	Ombudsman's Office
362	Head of International Cooperation Office	Ombudsman's Office
363	Director Women's Direction	Ombudsman's Office
364	Commissioner for Women's Rights	Ombudsman's Office
365	Director - Children and Adolescent's Direction	Ombudsman's Office
366	Judicial Gender Justice Commission	Justice Commission
367	Parliamentarian	National Parliament
368	Advisor	National Parliament
369	Protection Unit Coordinator	International Organization for Migration
370	Deputy Head of Office	OACNUCH
371	Resident Coordinator	Resident Coordinator Office
372	Head of Office	Resident Coordinator Office
373	Psychologist	UNFPA Peru Country Office
374	Psychologist	UNFPA Peru Country Office
375	Social Norms analyst	UNFPA Peru Country Office
376	Interpreter	UNFPA Peru Country Office
377	Psychologist	UNFPA Peru Country Office
378	Brigadier	UNFPA Peru Country Office
379	SRH analyst	UNFPA Peru Country Office
380	Representative	UNFPA Peru Country Office
381	Project Coordinator	UNFPA Peru Country Office
382	Interpreter	UNFPA Peru Country Office
383	RMB and Strategic partnerships Specialist	UNFPA Peru Country Office
383	Deputy Representative	UNFPA Peru Country Office
384	Brigadier	UNFPA Peru Country Office

32 5	Gender officer	UNFPA Peru Country Office
32 6	Consultant	UNFPA Peru Country Office
327	Psychologist	UNFPA Peru Country Office
Uruguay		
32 8	Coordinator	Cotidiano Mujer
Bolivia		
32 9	International consultant	Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (FILAC)
Chile		
33 0	Chief Demography and Population Information Area	Latin American and Caribbean Demographic Centre

Annex 7 Stakeholder mapping

Primary group	Sub-group	Rights and Duties	Needs	Interests and Concerns	Potential Impact on the Evaluand
Communities and persons who identify with left-behind factors	Relevant communities, movements, groups and organisations representing the eight global core furthest-behind factors and furthest-behind groups	<p>Rights: As local stakeholders of LNOB and RFB programming, they decide what programmes work for them and how they expect to be involved at different stages of the programme cycle. They hold UNFPA and its implementing partners accountable for meeting their expectations and upholding their rights throughout the implementation of programmes.</p> <p>Duties: Disseminating the evaluation results and facilitating advocacy to improve the responsiveness of policies and programmes to strengthen LNOB and RFB.</p>	Information in their preferred language regarding the purpose of the evaluation, its potential benefits, how it will be conducted, and assurances about privacy and confidentiality.	<p>Interests: Opportunities to contribute to the evaluation's decision-making and validate the reported findings. Opportunities to directly inform the evaluation by sharing their experiences and recommendations.</p> <p>Concerns: Being exploited or engaged in a tokenistic way. Sharing information that is not accurately reflected in the final report. Ensuring that their privacy is protected and that the information they provide is kept confidential.</p>	Providing programme information on how UNFPA works with different people within communities to strengthen LNOB and RFB. Providing guidance and strategic insights to support the evaluation through a Steering Committee.
UNFPA	Executive Board and Senior Management	<p>Rights: Decide the strategic direction and resource considerations for LNOB- and RFB-related work within UNFPA globally.</p> <p>Duties: Improving conceptualization, coordination, implementation and resourcing of LNOB at UNFPA.</p>	Quality and comprehensive evaluation data delivered in a timely way to inform decision-making.	<p>Interests: Lessons learned and recommendations on improving LNOB and RFB programmes for course correction and future planning.</p> <p>Concerns: The usability of the data and its relevance to decision-making on the next strategic plan. The availability of cost-data for recommendations.</p>	Providing strategic guidance on incorporating recommendations and lessons learned from the evaluation in the operations of UNFPA at different levels.

	Evaluation Office	<p>Rights: Decide the direction of the evaluation, from design to data collection, analysis, reporting, and dissemination.</p> <p>Duties: Disseminating evaluation results and identifying areas of future research to strengthen LNOB and RFB.</p>	Efficient and effective communication with the evaluation team on data collection tools, activities, analysis and reporting.	<p>Interests: Ensuring a consistently high quality of data collection, analysis, reporting and dissemination.</p> <p>Concerns: Changes in the reporting timeline that negatively impact the utility of the evaluation for decision-making.</p>	Providing management oversight over the evaluation in ensuring that data collection, analysis, and reporting are conducted at the highest quality. Enabling the engagement of the evaluation Steering Committee to facilitate the involvement of representatives of left-behind groups in decision-making on the evaluation.
	Focal points from all relevant branches/ divisions/ units, regional offices and country offices	<p>Rights: Oversee the implementation of LNOB- and RFB-related programmes and decide on course-correction measures at the country and regional levels.</p> <p>Duties: Disseminating evaluation results and incorporating recommendations and lessons learned into the design and implementation of country and regional programmes.</p>	Effective collaboration with the evaluation team for in-country data collection. Timely information on evaluation findings to support decision-making at regional and country levels.	<p>Interests: Good practices, lessons learned and recommendations that can quickly be incorporated into implementing LNOB and RFB programming.</p> <p>Concerns: Relevance of findings and their sensitivity to complex local contexts. Availability of political will to adopt recommendations at the global level.</p>	Providing programme information. Giving an overview of country, region and global strategic decisions on LNOB. Providing recommendations for other stakeholders to engage/documents to review.
Other Agencies,	UN UNICEF, UN Women, UNDP and UNHCR	Rights: Control information on LNOB programming and related partnerships in their operations.	Information on the scope of the evaluation	Interests: Good practices, recommendations and lessons learned that can add value to	Providing information on the global context of

Programmes and Funds			Duties: Improve coordination and implementation of LNOB through lessons learnt from this evaluation.	and its relevance to their LNOB work.	their approaches to LNOB. Identifying opportunities for stronger collaboration with UNFPA for a more integrated approach to advancing the LNOB agenda. Concerns: Competition for resources in areas of similar mandates on LNOB (e.g. adolescents, young women, health, gender equality and economic empowerment).	LNOB and what other agencies are doing/how other agencies have conceptualized and implemented LNOB. Providing information on other LNOB initiatives. Giving recommendations for other stakeholders to engage and documents to review.
Government Ministries and Departments (for selected case study countries)	Relevant ministries	line	Rights: Control access to information and partners at the country level related to LNOB programming. Duties: Incorporating recommendations and lessons learned from evaluation in designing country programme documents and implementing LNOB and RFB programmes in-country.	Adherence to local data collection and data protection regulations. Information on the scope of the evaluation and its relevance to their LNOB work.	Interests: Identifying opportunities for stronger partnerships with UNFPA and resource mobilisation to advance LNOB. Evidence of what works in their country context in LNOB and RFB. Concerns: Collection and dissemination of sensitive political data on the marginalisation of specific population groups.	Providing country and regional-level programme information. Providing information on the country context of LNOB, different factors, and how they interlink.
Global Partnerships and Networks	Spotlight Initiative		Rights: Control multi-country data on LNOB and RFB programming conducted in partnership with UNFPA.	Information on the scope of the evaluation and its relevance to their LNOB work.	Interests: Evidence of what works in improving the effectiveness of LNOB and RFB programmes supported under joint programmes and partnerships.	Providing programme information and information on coherence with other programmes.

		Duties: Incorporating lessons learned and recommendations from the evaluation in future LNOB and RFB programmes.		Concerns: Security of future funding of joint programmes, partnerships and networks supporting LNOB and RFB programmes.	Giving an overview of the country, regional and global strategic decisions on LNOB work.
Civil Society	Global level: Minority Rights Group International, Inclusive Development Partners, Outright International, and Humanity and Inclusion Country and regional level: These will be determined by country/ regional offices.	Rights: Holding UNFPA and partners accountable for delivering LNOB and RFB programmes at different levels and controlling access to programme target groups for data collection. Duties: Holding UNFPA accountable for the implementation of recommendations from the evaluation.	Adequate notice to prepare knowledgeable resource persons for interviews and focus group discussions.	Interests: Implications of evaluation findings on UNFPA's future approach to partnering with civil society to advance LNOB and RFB programmes. Concerns: Potential scaling down of LNOB and RFB programmes conducted in partnership with civil society.	Providing programme information and an overview of country, region, and global strategic decisions on LNOB work.
Donors	All UNFPA donors who have supported LNOB initiatives	Rights: Decide on funding flows, models and mechanisms for LNOB and RFB programming. Duties: Identify areas of future research to strengthen LNOB at UNFPA.	Information on the scope of the evaluation and its relevance to their LNOB work.	Interests: Scalable good practices, applicable recommendations and lessons learned in advancing LNOB and RFB agenda. Potential implications for funding models that support LNOB and RFB programmes. Concerns: No clear good practices that demonstrate value for money. The availability of cost-data for recommendations.	Provide programme information and an overview of country, region and global strategic decisions on LNOB work.

Annex 8 – Inception Report



EURO HEALTH GROUP

FINAL INCEPTION REPORT

Formative evaluation of UNFPA support to the integration of the principles of '*Leaving No One Behind*' and '*Reaching the Furthest Behind*'

Volume I

9 August 2024

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Abbreviations and acronyms

AoI	Areas of inquiry
APRO	UNFPA Asia and Pacific Regional Office
CSO	Civil society organization
EECARO	UNFPA Eastern Europe and Central Asia Regional Office
EHG	Euro Health Group
ERG	Evaluation Reference Group
FGD	Focus group discussion
HRD	Humanitarian Response Division
ICPD	Nairobi Statement on the International Conference on Population and Development
KII	Key informant interview
LAC	Latin America and Caribbean
LNOB	Leaving no one behind
OECD/DAC	Organization for Economic Cooperation and Development/Development Assistance Committee
QA	Quality assurance
RFB	Reaching the furthest behind
SDG	Sustainable Development Goal
ToC	Theory of Change
ToR	Terms of Reference
UN	United Nations
UMIC	Upper middle-income country
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund

Glossary

- **‘Leaving No One Behind’ (LNOB)** includes all people excluded from progress, including those impacted due to their gender alone. This includes those ‘who get left behind when they lack choices and opportunities to participate in and benefit from development progress.’
- **Gender+** (plus) refers to the overlapping, intersecting factors in addition to gender that harm, exclude and disadvantage populations, leaving them furthest behind.
- **Reaching the Furthest Behind (RFB)** is focused on situations where gender and other exclusionary factor(s) work together to create the disadvantage.¹
- **RFB factors** are characteristics that drive discrimination and inequality and may intersect with various other drivers of exclusion in the same person or group. As outlined in UNFPA Strategic Plan 2022-2025, the following are core FB factors and characteristics often associated with discrimination and exclusion: Age; Culture/Ethnicity/Race/Language/Religion; Disability; HIV/AIDs status; Migration/asylum/displacement; Sexual orientation/gender identity; Income/wealth.
- **Gender equality** means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally and that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Equality between women and men is seen as both a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.
- **Gender mainstreaming** is the process of assessing the implications for women and men of any planned action, and a strategy for making women’s as well as men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally.
- **Women’s empowerment** implies women taking control of their lives and is both a process and an outcome. UNFPA defines women’s empowerment through five components: women’s sense of dignity; their right to have and determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order.

References for definitions:

UNFPA. UNFPA Operational Plan for Leaving No One Behind and Reaching the Furthest Behind: Strategic Plan 2022-2025. 2023.
UNFPA. UNFPA Gender and Equality Strategy 2018-2021. 2019.

¹ The shift in thinking stems from the UNFPA Operational Plan on LNOB which outlines: “For UNFPA, reaching the furthest behind is a key element to strengthen in our work during the 2022-2025 period. In this, UNFPA will refer to “reaching the furthest behind” and not the more commonly used “reaching the furthest behind first”. For UNFPA, the fact that we are almost wholly focused on one LNOB factor (gender) means that our core work needs to be prioritized simultaneously with additional efforts on reaching the furthest behind.”

Introduction

The image features a solid light blue background. In the bottom-left corner, there is a large, smooth, curved shape in a slightly darker shade of blue, resembling a quarter-circle or a stylized wave. The word "Introduction" is written in a dark teal, sans-serif font in the upper-left area of the page.

1. Introduction to the evaluation

The principles of leaving no one behind (LNOB) and reaching the furthest behind (RFB) are central to the achievement of both the 2030 Agenda for Sustainable Development and the transformative goals of the United Nations Population Fund (UNFPA). UNFPA has made concerted efforts to integrate and adapt the LNOB principles in its programming to date, with early lessons learnt on areas to strengthen. In 2019, a mid-term review of the UNFPA Strategic Plan 2018-2021 reported limited progress in the outputs focused on furthest behind populations. In 2020, a follow-up assessment² of the implementation of the LNOB principles found limitations in the evidence-based implementation and systematisation of efforts for documenting, evaluating and sharing good practices for reaching those left furthest behind and the hardest-to-reach populations.

In response to this, the UNFPA Strategic Plan 2022-2025 reflects a deepened commitment to the LNOB and RFB principles applied across a range of UNFPA identified 'Furthest Behind' factors and characteristics often associated with discrimination and exclusion, which include: age; culture/ ethnicity/ race/ language/religion; disability; HIV/AIDS status; migration/asylum/displacement; sexual orientation/gender identity; income/wealth. LNOB is one of six accelerators to fast-track progress towards the three transformative goals. The UNFPA Strategic Plan on LNOB and RFB 2022-2025³ that accompanies the UNFPA Strategic Plan 2022-2025, provides a roadmap for the actions needed to reach the furthest behind through the strategic plan.

Against this background, UNFPA has commissioned a formative evaluation to generate real-time evidence on how LNOB and RFB approaches are being implemented in all areas and all levels of UNFPA's work. The evaluation is also expected to advance the meaningful engagement of persons who represent UNFPA-identified furthest behind factors in the evaluation process. This is the first evaluation focused on UNFPA support for the integration of the principles of LNOB and is important to the agency because of its centrality in the achievement of the transformative goals of UNFPA.

The evaluation has the specific **purpose** of providing evaluative evidence and learning to enhance UNFPA support to the implementation of the principle of LNOB, by surfacing real-time course correction to the current implementation of the 2022-2025 Strategic Plan and informing the development of the forthcoming 2026-2029 Strategic Plan.⁴

The evaluation has the following specific **objectives**:

1. Assess the **conceptualisation, integration, implementation, and monitoring** of the principle of LNOB across all areas and levels of UNFPA's work;
2. Facilitate **learning, capture good practices and generate knowledge** from UNFPA's experience in efforts to integrate and implement the LNOB principles;
3. Provide **actionable inputs for the implementation** of the current UNFPA Strategic Plan 2022-2025, inform the upcoming Latin America and Caribbean Regional Programme,⁵ UNFPA Strategic Plan 2026-2029, as well as improve UNFPA contributions to the 2030 Agenda;

² UNFPA. Assessment of UNFPA performance in addressing the principle of Leaving no one Behind as part of the UNFPA Strategic Plan 2018-2021. 2020.

³ UNFPA. Leaving no one behind and reaching the furthest behind: Strategic Plan 2022-2025. 2021.

⁴ UNFPA. Terms of reference for the formative evaluation of UNFPA support to the integration of the principles of 'leave no one behind' and 'reaching the furthest behind'. 2024.

⁵ Since 2019, the LAC region has implemented a LNOB Regional Strategy and developed an extensive portfolio of work addressing issues related to people of African descent, indigenous people, and people with disabilities. LACRO had planned to evaluate this strategy alongside the global evaluation. To leverage potential synergies between the two evaluations and optimize resources, it

4. Integrate **practical and innovative ways to engage** persons who represent UNFPA-identified furthest behind factors in various roles throughout the evaluation.

The **scope** of the evaluation is multi-dimensional and can be articulated through the three aspects of temporal, geographical, and thematic scope.

- a. *Temporal:* The evaluation will cover the time period 2018-2024 and will cover two strategic periods (UNFPA Strategic Plan 2018-2021 and UNFPA Strategic Plan 2022-2025);
- b. *Geographical:* This is a global evaluation that will cover all six of UNFPA's regions, with a balance of breadth and depth of analysis through data collection at global, regional and country levels across a range of contexts;⁶
- c. *Thematic:* The evaluation will cover all thematic areas across UNFPA including programme areas of sexual and reproductive health and rights (SRHR), gender and human rights, and population and development, as well as operational aspects of UNFPA's work. It will also cover the respective approaches with LNOB as one of the six accelerators, including the strategic investment areas of policy and accountability; quality of care and services; gender and social norms; population change and data; humanitarian action; and adolescents and youth.

Evaluation audience

There are multiple levels of key stakeholders and intended users of this evaluation. Firstly, communities and persons who identify with left behind factors are the most important stakeholders, and their engagement is prioritized throughout the evaluation process (see the methodology section). Primary intended users include the Executive Board, UNFPA senior management, and UNFPA programmatic and operational colleagues at global, regional, and country levels. Further users are expected to be civil society organization (CSO) partners of UNFPA, donors, non-governmental organizations and other United Nations (UN) agencies. A full stakeholder mapping can be found in Annex III.

Overview of the evaluation process

The evaluation follows five stages, after the initial, internal UNFPA stage leading up to the contracting of the evaluation team. As below, this inception report represents the end of the inception phase. Next the data collection phase will include all data collection being conducted at global, regional, and country levels (see methodology section for details). This will lead to the evaluation team having all data collected, collated in evidence databases. This systematically collated evidence will be used for robust and triangulated analysis, which will then form the basis of the findings, and subsequent conclusions and recommendations in the final evaluation report.

Figure 1. Overview of the evaluation process



was more effective to include an in-depth case study on LACRO and its LNOB strategy within the global evaluation, rather than conducting two separate exercises..

⁶ Please see the methodology section for a full overview of the geographical scope of the data collection; in short, this will include global-level data collection; regional level data collection across all six regions; and country level data collection in three specific countries selected for missions, and other countries relevant to the two proposed thematic case studies.

Purpose of inception report

This inception report is the product of the first phase of the evaluation (see above) and outlines how the evaluation team intends to fulfil the objectives of the Terms of Reference (ToR) available in Annex VIII, for this formative evaluation.

Global Context



2. Global Context

2.1 Overview

The **2030 Agenda for Sustainable Development** sets forth the global commitments to LNOB, explicitly referencing the need to “reach the furthest behind first”. The principles of LNOB and RFB are essential to the achievement of all sustainable development goals (SDGs), particularly those goals focused on addressing inequalities; building peaceful, just and inclusive societies; and promoting gender equality and the empowerment of women and girls.⁷ This pledge to LNOB is grounded in long-standing commitments of Member States to human rights, equality and non-discrimination, aligning with and reinforcing a range of frameworks, such as the Universal Declaration of Human Rights and international human rights treaties, as well as the Charter of the UN. Placing the principle of LNOB at the heart of the 2030 agenda represents a renewed commitment from all UN Member States to end discrimination and exclusion and combat rising inequalities within and amongst countries by addressing root causes.⁸

The principle of LNOB has been translated into numerous international development frameworks and global commitments. Adopted in 2016 as part of the 2030 Agenda, the **Agenda for Humanity**⁹ has a core responsibility dedicated to LNOB, with commitments to protect and empower women and girls, children, adolescents, youth, and other groups or minorities in crisis settings. In 2019, the **Nairobi Statement on the International Conference on Population and Development (ICPD)** highlighted importance of LNOB in efforts to accelerate the Programme of Action, particularly in actions relating to universal access to sexual and reproductive health, gender equality and women’s empowerment. It also called for “new, innovative and strategic partnerships, including with and between youth, CSOs, local communities, the private sector, and through south-south and triangular cooperation among countries”.¹⁰ The **Global Action Plan for Healthy Lives and Well-being for All**, also launched in 2019, called for actions that address determinants of health and rights-based barriers to health to be “designed and implemented to deliver measurable progress for all particularly vulnerable and hard-to-reach populations, fulfilling the 2030 Agenda pledge to LNOB and the aspiration to reach the furthest behind first”.¹¹

Moving from commitments to operationalizing the principles of LNOB and RFB has never been more critical.

In 2020, the UN Economist Network highlighted inequality as one of the five “megatrends” in sustainable development, along with climate change, demographic shifts (e.g., ageing), urbanization, and digital technologies.¹² That same year, the Secretary General called for a “new social contract” that creates equal opportunities and respects the rights and freedoms of all.¹³ However, recent reports demonstrate that conflict, climate change and health emergencies, such as the COVID-19, have “derailed” progress towards

⁷ United Nations. Transforming our world: the 2030 sustainable agenda for development (A/RES/70/1). 2015.

<https://documents.un.org/doc/undoc/gen/n15/291/89/pdf/n1529189.pdf?token=A50i5URW0KRZ61N4hW&fe=true>

⁸ United Nations Sustainable Development Group. Operationalizing Leaving No One Behind: Good Practice Note for UN Country Teams. 2022. <https://unsdg.un.org/sites/default/files/2022-04/Operationalizing%20LNOB%20-%20final%20with%20Annexes%20090422.pdf>

⁹ United Nations. Agenda for Humanity: Annex to the Report of the Secretary-General for the World Humanitarian Summit (A/70/709). 2016. <https://agendaforhumanity.org/sites/default/files/AgendaforHumanity.pdf>

¹⁰ UNFPA. Nairobi Statement on ICPD25: Accelerating the Promise. 2019. <https://www.nairobisummiticpd.org/content/icpd25-commitments>

¹¹ World Health Organization. Stronger Collaboration, Better Health Global Action Plan for Healthy Lives and Well-being for All. 2019. Page xvii. <https://iris.who.int/bitstream/handle/10665/327841/9789241516433-eng.pdf?sequence=1>

¹² United Nations. Report of the UN Economist Network for the UN 75th Anniversary: Shaping the Trends of Our Time. 2020. <https://www.un.org/development/desa/publications/wp-content/uploads/sites/10/2020/09/20-124-UNEN-75Report-2-1.pdf>

¹³ United Nations. Secretary-General's Nelson Mandela Lecture: “Tackling the Inequality Pandemic: A New Social Contract for a New Era” [as delivered]. 2020. <https://www.un.org/sg/en/content/sg/statement/2020-07-18/secretary-generals-nelson-mandela-lecture-%E2%80%99Ctackling-the-inequality-pandemic-new-social-contract-for-new-era%E2%80%99D-delivered>

the SDGs. In 2023, over half of the SDGs targets were demonstrating weak or insufficient progress to be achieved by 2030; and 30% of targets had stalled or reversed in progress. Recent crises have exposed inequalities in coping and resilience, and “deepened divides across various dimensions of well-being”.¹⁴ Reduction in global income inequality has now reversed, with those most affected being women and girls and vulnerable and marginalized populations, such as persons with disabilities, migrants, refugees and internally displaced persons, and indigenous peoples.¹⁵ In some regions and countries, conservative positions are rising and / or gaining influence, presenting added challenges to the advancement of gender equality and sexual and reproductive health rights for different groups.¹⁶ The UN Sustainable Development Group Interagency Task Team on Human Rights, LNOB and the Normative Agenda, describes how “leaving no one behind requires the transformation of deeply rooted systems – economic, social and political, governance structures and business models at all levels, from local to global. Without such a comprehensive effort, significant disparities will remain across regions and countries”.¹⁷

In an effort to translate principles into practice, the UN system has adopted a “whole-of-system” shared **Framework for Action for Leaving No One Behind**.¹⁸ This framework establishes a common understanding of the LNOB approach, which addresses horizontal inequalities (between social groups) and vertical inequalities (e.g. income) as well as inequalities of both opportunities and outcomes. The Framework calls for a:

“deeper understanding of inequalities and their root causes across all sectors of society, promoting policies that effectively reduce inequality and dismantle discrimination, enabling greater voice and participation of the most marginalized, disadvantaged, excluded or vulnerable groups, and facilitating more systematic tracking and accountability for progress to ensure that no one is left behind.”¹⁹

This will require more systematic approaches for analysis and monitoring of inequalities and discrimination. For example, greater data disaggregation in all SDG indicators; the collection and analysis of qualitative and quantitative data on marginalized groups; new tools for analyzing horizontal and vertical inequalities, as well as discrimination, stigma, exclusion, and equity issues; integrated analysis of the drivers, root causes and underlying determinants of inequalities, which in turn should support the identification of subjects of multiple and intersecting forms of discrimination; and finally, assessments to determine the impact of United Nations programmes on the situation of particular groups and on wider inequality and discrimination.²⁰

¹⁴ United Nations. The Sustainable Development Goals Report Special edition. 2023. Page 50.

<https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf>

¹⁵ United Nations. The Sustainable Development Goals Report Special edition. 2023. <https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf>

¹⁶ UNFPA strategic plan, 2018-2021. Annex 6 Global and regional interventions. 2017.

https://www.unfpa.org/sites/default/files/admin-resource/UNFPA_strategic_plan_2018-2021_Annex_6_-_GRIs_-_FINAL_-_24Jul17.pdf

¹⁷ United Nations Sustainable Development Group. Operationalizing Leaving No One Behind: Good Practice Note for UN Country Teams. 2022. Page 6. <https://unsdg.un.org/sites/default/files/2022-04/Operationalizing%20LNOB%20-%20final%20with%20Annexes%20090422.pdf>

¹⁸ United Nations. Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development. A Shared United Nations System Framework for Action. 2017.

https://unsceb.org/sites/default/files/imported_files/CEB%20equality%20framework-A4-web-rev3.pdf

¹⁹ United Nations. Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development. A Shared United Nations System Framework for Action. 2017. Page 39.

https://unsceb.org/sites/default/files/imported_files/CEB%20equality%20framework-A4-web-rev3.pdf

²⁰ United Nations. Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development. A Shared United Nations System Framework for Action. 2017.

https://unsceb.org/sites/default/files/imported_files/CEB%20equality%20framework-A4-web-rev3.pdf

The LNOB approach has been translated into a range of tools and guidelines within the UN system. Most notably, country-level **United Nations Sustainable Development Cooperation Frameworks**²¹ require that commitments to LNOB are part of joint monitoring processes. The Common Country Analysis should generate evidence and data which considers a range of intersecting factors, and examines the social, cultural, economic, political, legislative and other systemic drivers of exclusion. The theories of change for United Nations Sustainable Development Cooperation Frameworks must address structural barriers to equality, resources and opportunities, and any discriminatory laws, social norms and stereotypes that perpetuate inequalities and disparities. Both of which inform the design of evidence-based interventions to effectively “identify, empower and support the most vulnerable and address root causes”.²²

In 2022, more specific guidance for **UN Country Teams on Operationalizing Leaving No One Behind**²³ was launched. This guidance outlines a five-step process of: 1. Who: Gathering evidence about who is left behind; 2. Why: Identifying why some people are left behind and prioritizing those who are furthest behind; 3. What: Identifying the actions and interventions to address challenges, barriers and capacity gaps; 4. How: Measuring and monitoring progress; and 5: Advancing accountability for LNOB.²⁴

2.2 LNOB across different UN agencies

Different UN agencies are also developing organizational guidelines and tools which support the implementation of LNOB approaches across their areas of work. United Nations Development Programme (UNDP)’s approach to integration of LNOB and RFB principles into its programmes and operations is described in the discussion paper **What does it mean to leave no one behind?** The paper sets forth “five key factors” which intersect to reinforce and compound disadvantage, and in turn leave people behind. These five factors relate to: 1. Discrimination; 2. Geography; 3. Governance; 4. Socioeconomic status; and 5. Vulnerability to shocks.²⁵ In 2018, UNDP also introduced the “LNOB Marker” which is used largely to identify target / beneficiary groups, based on the five key factors.²⁶

A **formative evaluation of UNDP’s LNOB / RFB approach**²⁷ found that the conceptualization of a “five-factor framework” has contributed to clarity and even been adopted by others – most notably it forms the conceptual framework of the UN Country Team guidance previously mentioned. However, the evaluation found gaps in translating the framework to country levels. A “group-by-group approach prevails, without proper attention to operationalizing an intersectional lens”²⁸ with some evidence of “a preference for working with elites, further excluding marginalized individuals and groups”.²⁹

UN Women has developed more comprehensive guidance on intersectionality and how it relates to the LNOB/RFB approach. In 2021, the agency published the **Intersectionality Resource Guide and Toolkit: An**

²¹ United Nations. United Nations Sustainable Development Cooperation Framework - Internal Guidance. Edited Version. 3 June 2019. <https://unsdg.un.org/sites/default/files/2022-06/UN%20Cooperation%20Framework%20Internal%20Guidance%20-%201%20June%202022.pdf>

²² Ibid.

²³ United Nations. United Nations Sustainable Development Cooperation Framework. Internal Guidance. 2019. <https://unsdg.un.org/sites/default/files/2022-04/Operationalizing%20LNOB%20-%20final%20with%20Annexes%20090422.pdf>

²⁴ Ibid.

²⁵ UNDP. What Does it Mean to Leave No One Behind? A UNDP discussion paper and framework for implementation. 2018. https://www.undp.org/sites/g/files/zskgke326/files/publications/Discussion_Paper_LNOB_EN_Ires.pdf

²⁶ Independent Evaluation Office, UNDP. Formative Evaluation of the Integration by UNDP of the Principles of “Leaving No One Behind”. 2022. https://erc.undp.org/evaluation/documents/detail/21854_54

²⁷ Ibid.

²⁸ Independent Evaluation Office, UNDP. Formative Evaluation of the Integration by UNDP of the Principles of “Leaving No One Behind”. 2022. Page xvi. https://erc.undp.org/evaluation/documents/detail/21854_54

²⁹ Ibid. Page xvii.

Intersectional Approach to Leaving No One Behind, stating that “an intersectional lens helps connect human rights to the multiple forms of discrimination that people experience” and “is essential to achieve equal outcomes for all in global efforts to fulfil the pledge to leaving no one behind”.³⁰ While the toolkit focused on how to use an intersectional lens to ensure inclusion of persons with disabilities in all their diversity, it goes beyond the intersecting identities of disability and gender, to consider a wide range of factors which contribute to exclusion and marginalization. This toolkit makes clear links to intersectional feminist approaches and brings the importance of social justice, social norms change and transformative action to forefront on LNOB/RFB approaches.³¹ However, no information was found on its uptake and effectiveness at country levels.

Finally, UNFPA and the United Nations Children’s Fund (UNICEF) have also developed ***Leaving No One Behind: Technical Note of The Global Programme to End Child Marriage***.³² This guidance explores the intersection between barriers to accessing services and programmes and different types of exclusion. It calls for the analysis and response to oppressive systems and structures, including sexism, racism, ableism, and classism (among many others) in efforts to end child marriage.

It is within this global context and changing landscape that UNFPA seeks to evaluate the integration of LNOB principles into its own areas of work. While this evaluation is of strategic importance to UNFPA, it will also contribute to wider learning across the UN system on how to operationalize such principles, and the potential contribution of LNOB/RFB approaches to the advancement of global goals and commitments.

³⁰ UNPRPD and UN Women. Intersectionality Resource Guide and Toolkit: An Intersectional Approach to Leave No One Behind. 2022. Page 6. <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>

³¹ UNPRPD and UN Women. Intersectionality Resource Guide and Toolkit: An Intersectional Approach to Leave No One Behind. 2022.

³² UNFPA and UNICEF. Global Programme to End Child Marriage (GPECM). Leaving No One Behind: Technical Note of The Global Programme to End Child Marriage. 2020. <https://www.unicef.org/media/85301/file/Child-marriage-leaving-no-one-behind-2020.pdf>

Leaving No One Behind at UNFPA



3. LNOB at UNFPA

The principles of LNOB and RFB are central to the achievement of UNFPA's transformative goals – namely, 1. Ending the unmet need for family planning; 2. Ending preventable maternal deaths; and 3. Ending gender-based violence and harmful practices, including female genital mutilation and child, early and forced marriage. These transformative goals are aligned with calls for urgent action to achieve universal access to sexual and reproductive health, realize reproductive rights for all, accelerating the implementation of the ICPD Programme of Action and contributing to the 2030 Agenda for Sustainable Development.³³

3.1 Lessons learned from the UNFPA Strategic Plan 2018-2021

The principles of LNOB and RFB were set forth in the previous *UNFPA Strategic Plan 2018 – 2021*, with references in the Change Model.³⁴ There were also explicit references to “those furthest behind”, under *Outcome 1: Every woman, adolescent and youth everywhere, especially those furthest behind, has utilized integrated sexual and reproductive health services and exercised reproductive rights, free of coercion, discrimination and violence*.³⁵ However, the mid-term review from 2020³⁶ found that UNFPA had made limited progress in strategic plan outputs focusing on furthest behind populations, due to: (a) gaps in the availability of data and information about such populations; (b) inadequate financial resources and skills to reach those populations; and (c) resistance in recognizing some furthest behind populations. As such, UNFPA committed to developing guidance for offices to enable them to reach furthest behind populations.³⁷

3.2 Conceptualization of LNOB and RFB at UNFPA

In 2020, following the mid-term review of the Strategic Plan 2018-2021, UNFPA undertook an assessment to understand how the principles of LNOB were being implemented and how operationalization could be improved.³⁸ Figure 2 shows key barriers identified by internal and external stakeholders in this assessment noting that UNFPA has significant control over most internal inhibitors, and while less control on external inhibitors, UNFPA can still work to mitigate the effects and advocate for change. Strengthening of operational and practical guidance to build a common understanding of LNOB and RFB approaches within UNFPA was identified as an important area of improvement.

³³ UNFPA strategic plan, 2022 – 2025 (DP/FPA/2021/8). <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

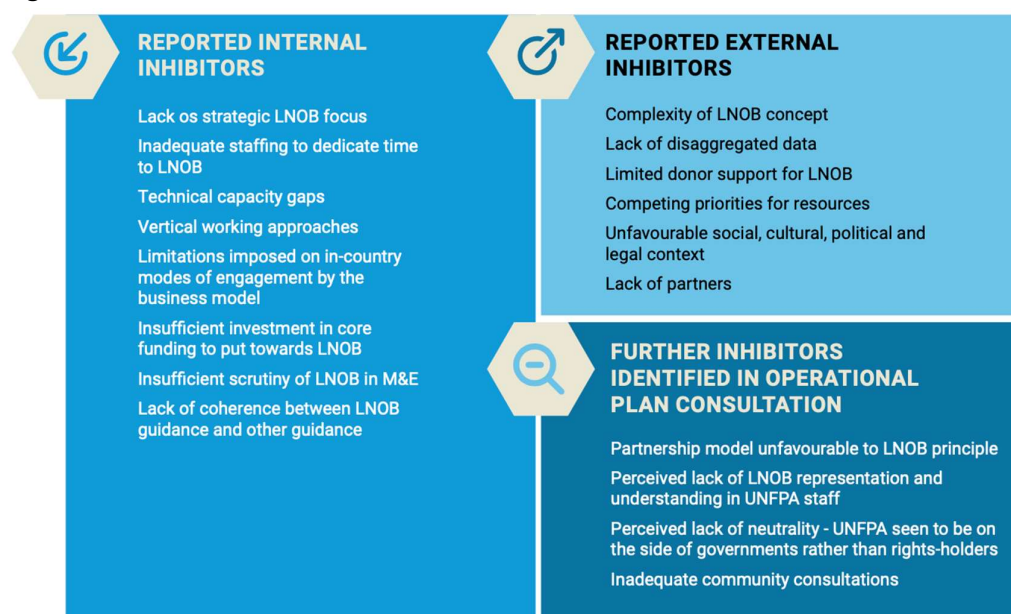
³⁴ UNFPA strategic plan, 2018 – 2021 (DP/FPA/2017/9). <https://www.unfpa.org/sites/default/files/resource-pdf/DP.FPA..2017.9 - UNFPA strategic plan 2018-2021 - FINAL - 25July2017 - corrected 24Aug17.pdf>

³⁵ UNFPA strategic plan, 2018-2021 Annex 1. Integrated results and resources framework. https://www.unfpa.org/sites/default/files/board-documents/UNFPA_strategic_plan_2018-2021_Annex_1 - Integrated results and resources framework - FINAL - EN.pdf

³⁶ UNFPA. Integrated midterm review and progress report on implementation of the UNFPA strategic plan, 2018-2021: Report of the Executive Director (DP/FPA/2020/4). 2020. <https://www.unfpa.org/integrated-midterm-review-and-progress-report-unfpa-strategic-plan-2018-2021-dpfpa20204-part-1>

³⁷ Ibid.

³⁸ UNFPA. Assessment of UNFPA Performance in Addressing the Principle of Leaving No One Behind as part of the UNFPA Strategic Plan 2018- 2021. 2020.

Figure 2. Identified internal and external barriers to LNOB/RFB³⁹

In that regard, a package of guidance was developed and published alongside the current strategic plan, including the:

- Leaving No One Behind and Reaching the Furthest Behind Strategic Plan 2022-2025,⁴⁰ which sets forth the vision that “those furthest behind enjoy sexual and reproductive health and rights as UNFPA explicitly prioritizes addressing intersectional, persistent, and extreme disadvantages, discrimination and disempowerment”.⁴¹ This Strategic Plan includes a detailed Action Plan to enable the fulfilment of the organizational commitment to LNOB and RFB over the 2022-2025 Strategic Plan period.
- Leaving No One Behind and Reaching Furthest Behind Two-Pager⁴² and Frequently Asked Questions⁴³
- A Furthest Behind Factors Prioritization tool⁴⁴
- A publication with LNOB case studies from UNFPA country offices⁴⁵
- Companion guidance on integrating the principles of leaving no one behind and reaching the furthest behind in UNFPA evaluations⁴⁶

The UNFPA Strategic Plan 2022 – 2025⁴⁷ also draws on lessons from implementing the previous plan to accelerate progress towards the three transformative results. Most notably, it was learned that “commitment to ‘leaving no one behind’ and an emphasis on ‘reaching the furthest behind first’ must be at the core of programming to accelerate progress”. A focus on underlying structural inequalities, gaps and

³⁹ UNFPA. Leaving No One Behind & Reaching the Furthest Behind: Strategic Plan 2022 – 2025. 2023.

https://www.unfpa.org/sites/default/files/resource-pdf/LNOB-SP_EN.pdf

⁴⁰ UNFPA. Leaving no one behind and reaching the furthest behind: Strategic Plan 2022-2025. 2021.

⁴¹ UNFPA Leaving No One Behind and Reaching the Furthest Behind: Strategic Plan 2022 – 2025. 2023. Page 9.

https://www.unfpa.org/sites/default/files/resource-pdf/LNOB-SP_EN.pdf

⁴² Ibid.

⁴³ UNFPA. A Commitment to Leaving No One Behind and Reaching the Furthest Behind: Frequently Asked Questions. Strategic Plan 2022 – 2025. 2021.

⁴⁴ UNFPA. Furthest Behind Factors: Prioritization Matrix. 2021.

⁴⁵ UNFPA. Advancing the Principle of Leaving No One Behind. A Snapshot of UNFPA Field Initiatives. June 2021.

⁴⁶ UNFPA Evaluation Office. Guidance on integrating the principles of leaving no one behind and reaching the furthest behind in UNFPA evaluations. July 2022. https://www.unfpa.org/sites/default/files/admin-resource/Guidance_LNOB_Final.pdf

⁴⁷ UNFPA strategic plan, 2022 – 2025 (DP/FPA/2021/8). Page 8. <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

intersectional vulnerability factors that follow people through their life cycles and are transmitted across generations is necessary to reach the furthest behind populations. Timely, high-quality, and disaggregated data are essential for identifying those furthest behind to develop programmes for such populations.⁴⁸

According to the library of LNOB guidance developed, the focus of the UNFPA LNOB/RFB approach is not on specific LNOB groups, but rather on factors or characteristics that drive discrimination and inequality. This shift to factors seeks to recognize diversity among targeted populations and to reflect more on intersectional disadvantages faced by those furthest behind. It is also proposed to expand understanding of why a group is facing exclusion or discrimination. In addition to gender (also known as a Gender Plus Approach), the eight global core furthest behind factors are identified as: age; culture, ethnicity, race, language and religion; disability; HIV/AIDS status; income or wealth; location; migration, asylum or displacement; and sexual orientation and gender identity. See Figure 3: Furthest Behind Factors.⁴⁹

Figure 3. Gender Plus and Furthest Behind Factors⁵⁰



⁴⁸ UNFPA strategic plan, 2022 – 2025 (DP/FPA/2021/8). <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

⁴⁹UNFPA. Leaving No One Behind & Reaching the Furthest Behind: Strategic Plan 2022 – 2025. 2023.

https://www.unfpa.org/sites/default/files/resource-pdf/LNOB-SP_EN.pdf

50 Ibid.

Finally, UNFPA takes a human rights-based approach to LNOB and RFB. This is done by engaging with human rights mechanisms, strengthening accountability in regulatory structures and systems, and supporting an enabling environment through non-discriminatory policies, laws and regulations. Other strategies include increasing visibility of disadvantaged populations through disaggregated data and studies; putting in place targeted measures to reach those furthest behind; ensuring that quality services are available, accessible, and acceptable; and making funding available for working with these populations. In line with global concepts of LNOB, UNFPA also seeks to address root causes of exclusion and marginalization, including discrimination, stereotypes, social norms, stigma, xenophobia, racism and gender inequality. Strengthening voice and partnerships with civil society is also central to UNFPA's efforts to reach the furthest behind in their work.⁵¹

3.3 LNOB as a central component in the UNFPA Strategic Plan 2022-2025

The current *UNFPA Strategic Plan 2022 – 2025* has been refocused on ensuring that no one is left behind and it emphasizes the protection and promotion of human rights of those left behind. The Strategic Plan 2022-2025, while not having any specific LNOB theory of change, makes more explicit references to LNOB and targeting the furthest behind first in achieving the results, considering the factors and characteristics often associated with discrimination and exclusion. Within the theory of change, accelerators have been identified to achieve the six interconnected outputs (together they form the “six plus six” accelerator framework). One of the six accelerators is “leaving no one behind” and “reaching the furthest behind first”.

Those that are furthest behind are explicitly referenced now under all three outcomes of the 2022-2025 Strategic Plan, articulated as Transformative Results:

- Under Transformative Result 1 (ending preventable maternal deaths), the strategic plan commits to accelerate this reduction by 2025 through improving the capacity to target and mainstream the rights of the **populations furthest behind** into policies and accountability mechanisms, technical guidance and support, medical supplies, training, and capacity building. UNFPA commits to identify vulnerable populations with inequalities in access to comprehensive sexual and reproductive health and reproductive rights information and services.
- Under Transformative Result 2 (ending unmet need for contraception), the strategic plan commits to accelerate this reduction by 2025 through the protection and promotion of the rights of individuals and **groups furthest behind**.
- Under Transformative Result 3 (ending gender-based violence and harmful practices) the strategic plan commits to accelerate this reduction by 2025 through strengthening the skills and capabilities of **those furthest behind** (including women and girls living in humanitarian, conflict and post-conflict contexts, those with disabilities, Afro-descendent and indigenous women, and those most at risk of violence and discrimination) to exercise their agency and rights, bodily autonomy, decision-making, leadership and self-determination.⁵²

Annex 2 of the Strategic Plan 2022-2025 goes further to outline the programming strategies which can be used as accelerators to enhance performance in the achievement of each of the six outputs. For example, under Output 2 – Quality of Care and Services, programmes can support “targeted measures to address poor

⁵¹ UNFPA. Leaving No One Behind & Reaching the Furthest Behind: Strategic Plan 2022 – 2025. 2023.

https://www.unfpa.org/sites/default/files/resource-pdf/LNOB-SP_EN.pdf

⁵² UNFPA strategic plan, 2022 – 2025 (DP/FPA/2021/8). <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

and disproportionate sexual and reproductive health outcomes in marginalized populations who face additional obstacles in accessing sexual and reproductive health care”.⁵³

The Strategic Plan 2022 – 2025 also makes reference to the importance of intersectionality, defined as when dimensions of race, class, and gender create overlapping and interdependent systems of discrimination or disadvantaged. The strategy responds to this by focusing on transforming fundamentally unequal gender power structures, to ensure everyone, everywhere can exercise bodily autonomy, enjoy their rights, and access opportunities free from discrimination, exclusion and violence including harmful practices.⁵⁴

Additionally, as an effort to Improve monitoring and evaluation of LNOB commitment, in the Global Programming System, a mandatory tag has been included to explicitly identify activities that address furthest behind factors.⁵⁵ Moreover, LNOB has been included as a criterion for the Country Programme Review and Approval process.⁵⁶

3.4 Operationalizing LNOB in UNFPA

The UNFPA LNOB and RFB Strategic Plan 2022-2025⁵⁷ includes a detailed Action Plan covering the eight key domains of: a) Leadership; b) Identification, prioritization and planning; c) Financial resources; d) Capacity development; e) Tracking, monitoring and evaluating; f) Data and knowledge; g) Communication; and h) Partnerships. Specific actions across the three levels of the organization as well as for external stakeholders are defined for each domain and actions have been prioritized.

UNFPA has committed to harnessing innovation to boost its impact in reaching and addressing the needs of furthest behind populations.⁵⁸ In this space, a range of targeted programmes and guidelines have been developed. These include the We Decide programme, launched in 2016, which serves as a catalyst for UNFPA to become a disability- inclusive organization, both in terms of programming and internal policies.⁵⁹ This commitment to disability inclusion is also reflected in the UNFPA Disability Inclusion Strategy 2022 – 2025 which seeks to accelerate implementation of wider United Nations Disability Inclusion Strategy across the both programmatic and operational areas work streams.⁶⁰ The People of African descent initiative, on its turn, establishes a programming compact to mobilize actions, resources and political will for scaling up the response to achieve universal access to SRHR and gender equality for people of African descent.⁶¹ Similarly, UNFPA’s Elevating Rights and Choices for All: Guidance Note for Applying a Human Rights Based Approach to Programming includes components on social justice, equality and non-discrimination, particularly for

⁵³ UNFPA. UNFPA strategic plan, 2022-2025 (DP/FPA/2021/8). Annex 2 “Change stories” to accelerate the achievement of the three transformative results. 2021. Page 27. https://www.unfpa.org/sites/default/files/board-documents/DP.FPA_2021.8_-_UNFPA_strategic_plan_2022-2025_-_Annex_2_-_Change_story_for_acceleration_-_FINAL_-_21Jul21.pdf

⁵⁴ UNFPA strategic plan, 2022 – 2025 (DP/FPA/2021/8). <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

⁵⁵ UNFPA. Global Programming System (GPS) Activity Tagging User Guide. Version 10. November 2022. The furthest behind factors included as tags are: Culture/ ethnicity/ language/ race/ religion; Disability; HIV/AIDS status; Location (rural/ informal settlements, etc.); Migration/ asylum/ displacement; Sexual orientation/ gender identity.

⁵⁶ UNFPA. Country programme review and approval guidance note. Programme Review Committee Resource Kit for Country Programmes under the Strategic Plan 2022–2025. March 2022.

⁵⁷ UNFPA. Leaving No One Behind & Reaching the Furthest Behind: Strategic Plan 2022 – 2025. 2023. https://www.unfpa.org/sites/default/files/resource-pdf/LNOB-SP_EN.pdf

⁵⁸ UNFPA strategic plan, 2022 – 2025 (DP/FPA/2021/8). <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

⁵⁹ UNFPA. The UNFPA We Decide Programme: A Catalyst for Disability Inclusion. 2023. https://www.unfpa.org/sites/default/files/resource-pdf/2023_we%20decide%20booklet_WEB.pdf

⁶⁰ UNFPA. We Matter. We Belong. We Decide. UNFPA Disability Inclusion Strategy 2022 – 2025. 2021. https://www.unfpa.org/sites/default/files/pub-pdf/2021_Disability%20Inclusion%20Strategy_v06%20%282%29.pdf

⁶¹ UNFPA. Scaling up UNFPA’s response to achieve universal access to sexual and reproductive health and rights and gender equality for people of African descent. 2023.

marginalized populations of women and girls.⁶² Guidelines on sexual and reproductive health rights for women and youth with disabilities,⁶³ women living with HIV,⁶⁴ women who use drugs,⁶⁵ and transgender people in prison⁶⁶ have also been developed. The joint UNFPA-UNICEF Global Programme to End Child Marriage produced a technical note on exploring barriers to inclusion.⁶⁷ However, alignment with the LNOB and RFB approach and contribution to transformative results are yet to be determined.

The LNOB and RFB principles are now central to UNFPA's strategic planning, and a range of actions have already been taken to translate these principles into practice. As such, this evaluation will take stock and reflect on the conceptualization, integration and implementation of these principles and the results achieved for accountability purposes. The evaluation comes at a critical point in the strategic plan cycle to capture learning and good practices among key stakeholders. The knowledge generated will inform the implementation of final years in the current UNFPA Strategic Plan 2022 – 2025, as well as the development of upcoming Latin America and Caribbean Regional Programme and next UNFPA Strategic Plan 2026 – 2029.

⁶² UNFPA. Elevating Rights and Choices for All: Guidance Note for Applying a Human Rights Based Approach to Programming. 2020. https://www.unfpa.org/sites/default/files/pub-pdf/2020_HRBA_guidance.pdf

⁶³ UNFPA. Women and Young Persons with Disabilities: Guidelines for Providing Rights-Based and Gender-Responsive Services to Address Gender-Based Violence and Sexual and Reproductive Health and Rights. 2018. https://www.unfpa.org/sites/default/files/pub-pdf/UNFPA-WEI_Guidelines_Disability_GBV_SRHR_FINAL_19-11-18_0.pdf

⁶⁴ WHO, UNAIDS, UNFPA, OHCHR, HRP. Consolidated guideline on sexual and reproductive health and rights of women living with HIV. 2017. <https://iris.who.int/bitstream/handle/10665/254885/9789241549998-eng.pdf?sequence=1>

⁶⁵ UNODC, UNFPA, INPUD, UNAIDS, UNICEF, WHO. Addressing The Specific Needs of Women Who Use Drugs: Prevention of mother-to-child transmission of HIV, hepatitis B and C. 2021. <https://www.unfpa.org/publications/addressing-specific-needs-women-who-use-drugs-prevention-mother-child-transmission-hiv>

⁶⁶ UNAIDS, UNDP, UNFPA, UNODC, WHO, Penal Reform international. Transgender People and HIV in Prisons and Other Closed Settings. 2022. <https://www.unfpa.org/publications/technical-brief-transgender-people-and-hiv-prisons-and-other-closed-settings>

⁶⁷ UNFPA and UNICEF. Global Programme to End Child Marriage (GPECM). Leaving No One Behind: Technical Note of The Global Programme to End Child Marriage. 2020. <https://www.unicef.org/media/85301/file/Child-marriage-leaving-no-one-behind-2020.pdf>

Methodology



4. Methodology

The below section covers the approach to and the methodology of the evaluation. It is organized within nine sections.

4.1 provides an overview of the **evaluation general approach** and how the conceptualization and framing has been developed;

4.2 is the **analytical approach** and provides background and explanatory narrative to the development of the constructed theory of change which provided the foundation for the development of the evaluation matrix;

4.3 provides the constructed **Theory of Change (ToC)**;

4.4 provides a short version of the **evaluation matrix** (a full version, including indicators and data collection methods is in the annexes);

4.5 provides an overview of the **data collection and analysis methods** to be used within this evaluation;

4.6 provides an overview of how the evaluation will **collate and triangulate the evidence** collected to provide the basis for a robust and credible analysis;

4.7 highlights how this evaluation intends to integrate **cross-cutting and ethical issues**;

4.8 provides a brief summary of the **sampling criteria** used to select country case studies (a full narrative of this process can be found in the annexes);

4.9 provides an overview of the **rapid evaluability assessment** conducted, and the anticipated risks, limitations and subsequent mitigation measures for the evaluation.

4.1 Overall evaluation approach

The overall evaluation approach is designed to be, fundamentally, different from traditional evaluation approaches that often fail to capture the varied and layered experiences and perspectives of marginalized populations, including those who identify with LNOB factors as highlighted in the UNFPA gender+ conceptualization of LNOB.⁶⁸

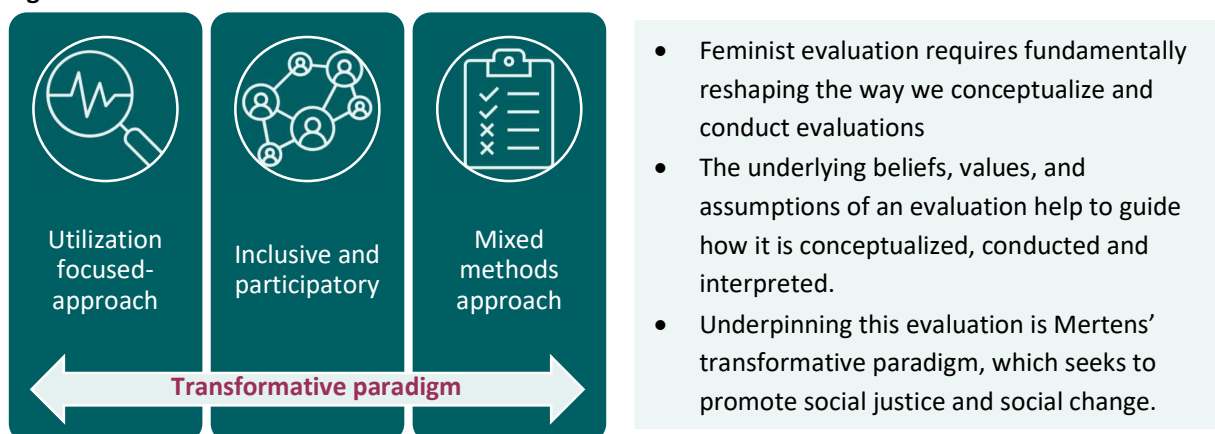
This evaluation, therefore, has been designed under inclusive feminist principles and intends to engage, empower, and endorse the agency of all stakeholders related to the evaluation subject matter, particularly those from communities who identify with LNOB factors. There is a strong belief within the UNFPA evaluation office that incorporating a fundamental shift into how evaluations are conducted and reducing the exclusionary aspects of evaluation as much as possible, will result in an evaluation that is more relevant and impactful.

The starting theoretical point of the evaluation is Mertens' transformative paradigm, which, succinctly, suggests, that mixed methods approaches and the combining of both qualitative and quantitative methodologies for data collection allow for recognition that realities are shaped by social, political, cultural, economic and other values and statuses and impacted by social power dynamics. The transformative paradigm further states that qualitative data collection of perspectives from different people in society coupled with quantitative analysis can provide demonstrable credibility.⁶⁹

The evaluation will embrace Mertens' transformative paradigm by applying a mixed methods approach while being inclusive and participatory, and utilization focused. See Figure 4. These different approaches are further elaborated below and section 4.5 details how these principles and approaches are applied in more detail.

⁶⁸ See the introduction section.

⁶⁹ Mertens, D.M. (2024). Mixed methods research for social betterment and a more just world. *Journal of Mixed Methods Research*, 0(0), 1-9. DOI: 10.1177/15586898241256834

Figure 4. Feminist research framework⁷⁰

Feminist Approach and Principles: the evaluation will be used to support transformational change for women and girls, those who identify with left behind factors as legitimate actors who understand their own context and the evaluation process will be used to contribute to supporting their agency and their empowerment. Specific feminist principles to be applied throughout the evaluation include:

- Continually examining power dynamics throughout the evaluation processes, seeking to redistribute power to marginalized populations, and ensuring that evaluation findings are used to advocate for the rights of the furthest behind.
- Continually recognizing the intersectional identities and multiple factors of exclusion that can shape an individual's experiences of being left behind.
- Continually considering the diversity of social, cultural, and political contexts in which evaluations take place.
- Overall, aims to not only assess the effectiveness of programs but also the process of evaluation itself contributing to transformative change that benefits all individuals and communities.

Inclusive and participatory approach: The evaluation will seek to prioritize the participation and empowerment of those left behind, emphasizing the importance of diverse voices in the evaluation process. It will ensure, throughout each stage and each phase, that all stakeholders are meaningfully engaged; “meaningful”, in this context, defined as being treated with respect; being listened to and heard; having opinions and perspectives properly integrated into the evaluation findings, conclusions and recommendations, and finding the process to be interesting, useful, empowering, and beneficial. The evaluation will include people who represent furthest behind factors in several dimensions of the evaluation; such as by providing regular oversight of the evaluation through an established Steering Committee (see below), provision of evidence to the evaluation, and input to the analysis.⁷¹

Utilization and formative approach: A forward-looking and learning-orientated exercise, while also ensuring robust and evidence-based findings and conclusions agreed upon by key stakeholders, including those who identify with left behind factors, which become the foundation for practical, pragmatic, implementable and impactful recommendations.

⁷⁰ Adapted from UNFPA Evaluation Office. Leaving no one behind in the delivery of the UNFPA mission: Why is feminist evaluation needed presentation at Evaluation and gender equality: Why we need more feminist evaluations webinar. April 2024.
<https://www.youtube.com/watch?v=tlj84WqueDE>

⁷¹ All these aspects are explained in further detail, below.

Mixed methods: the mixed method approach within this evaluation will place greater emphasis on qualitative data and perspectives and thoughts of different stakeholders, including, and centering, those who identify with left behind factors. This qualitative data will be supported and underwritten by more traditional quantitative data, but the quantitative data will take a secondary value within the evaluation, as is proposed for a feminist approach where the subjective perceptions, thoughts, and voices of diverse populations are weighed with more value than impersonal and aggregated quantitative data.

The evaluation is framed around 7 different overall datasets:

1. The Latin America and Caribbean (LAC) case study, which is an extended regional case study including field missions in Panama, Costa Rica, and Peru with primary data collected through key informant interviews (KIIs) and FGDs and encompassing a review of secondary data and documents. The LAC case study is also used as a pilot case study, piloting the data collection tools and from which feedback from the evaluation team member and the national consultants will contribute to revising and finalizing the data collection tools after the LAC country missions;
2. Three country case studies, proposed to be Ethiopia, Bangladesh, and Türkiye, which includes a review of secondary data (documents review), as well collection of primary data through KIIs and FGD. The country case studies (see below for proposed countries) have been selected with the view of prioritizing countries with the highest potential for lesson learning. Please see section 4.8 for a brief overview of the sampling criteria applied, and Annex II for a full description of the sampling strategy.
3. Global and regional data and document review and primary data collection (KIIs, online survey), which will form a global and regional “case study”⁷².
4. Two thematic case studies, which will be developed through specific interviews and a document review. Given the extensive range of issues related to the implementation of LNOB and the limitations of the evaluation’s scope (and resources), the thematic case studies are designed to ensure broader coverage across countries and regions. These thematic case studies have been chosen in consultation with UNFPA and are proposed as follows:
 - a) LNOB in humanitarian and triple nexus settings (where case study interviews will include the Humanitarian Response Division (HRD) and select humanitarian/ triple nexus country contexts, and document review will include HRD documents and humanitarian response plans);
 - b) LNOB in upper middle-income (UMIC)/low fertility settings (where case study interviews will include population data and other advisors particularly in Asia and Pacific Regional Office (APRO) and Eastern Europe and Central Asia Regional Office (EECARO), and select countries across Asia and Pacific and EECA regions, and document review will include review of EECARO demographic resilience regional flagship programme and its relevant guidance and theory of change, and the APRO life cycle approach.

The LNOB transformative continuum

A critical aspect of the feminist approach is seeking to understand which LNOB interventions are genuinely transformative. This involves differentiating those interventions that genuinely aim to address and remove root causes of inequality and barriers to inclusion, compared to those programmes that provide targeted services to specific populations. In light of this, the evaluation team proposes to introduce a LNOB-transformative scale. This is similar to the gender scale that UNFPA colleagues are familiar with and has been

⁷² This case study will be used for internal use for the evaluation team use only.

developed along the same lines as the Spotlight Initiative evaluation (not yet published) considered in their thematic assessment of LNOB.⁷³

This evaluation intends to practically implement this transformative scale, as shown below in Figure 5, by creating a specific column in the evidence database (see section 4.6) that allows for the evaluation team to note, against interviews and document review, where reference to different projects and programmes might be considered to be on the continuum. This will then allow for a discussion during data collection with country offices and colleagues at regional offices and headquarters, and at the analysis stage, on how relevant the continuum might be to this area of work.

Overall, a foundational principle and underlying ethos of this evaluation is that it aims for the *process* to be empowering and useful as well as producing a useful end-product; rather than just aiming for a useful end-product as with more traditional evaluations. This includes a fundamental principle of the evaluation seeking to be non-extractive in all areas of design and data collection, aiming to not leave communities and other stakeholders (all Focus Group Discussion (FGD) participants and all interviewees for example) with a sense that they have just provided answers to a number of questions, the results of which will never be known or communicated back. Instead, the evaluation process should provide a reciprocal and mutual learning and sharing of information for all participants. Therefore, the evaluation will seek ways in which UNFPA can ensure learning from the evaluation can be shared with all participants and ongoing mutual learning can be facilitated.

More information about the practical steps to include the above-referenced principles can be found in Table 1 below.

⁷³ The Spotlight Initiative on LNOB used a transformative scale in the framing of their thematic assessment, although this is (a), not yet published and (b), was not intended to be used in any practical sense, it was more a conceptualization for design of the evaluation.

Figure 5. LNOB transformative continuum

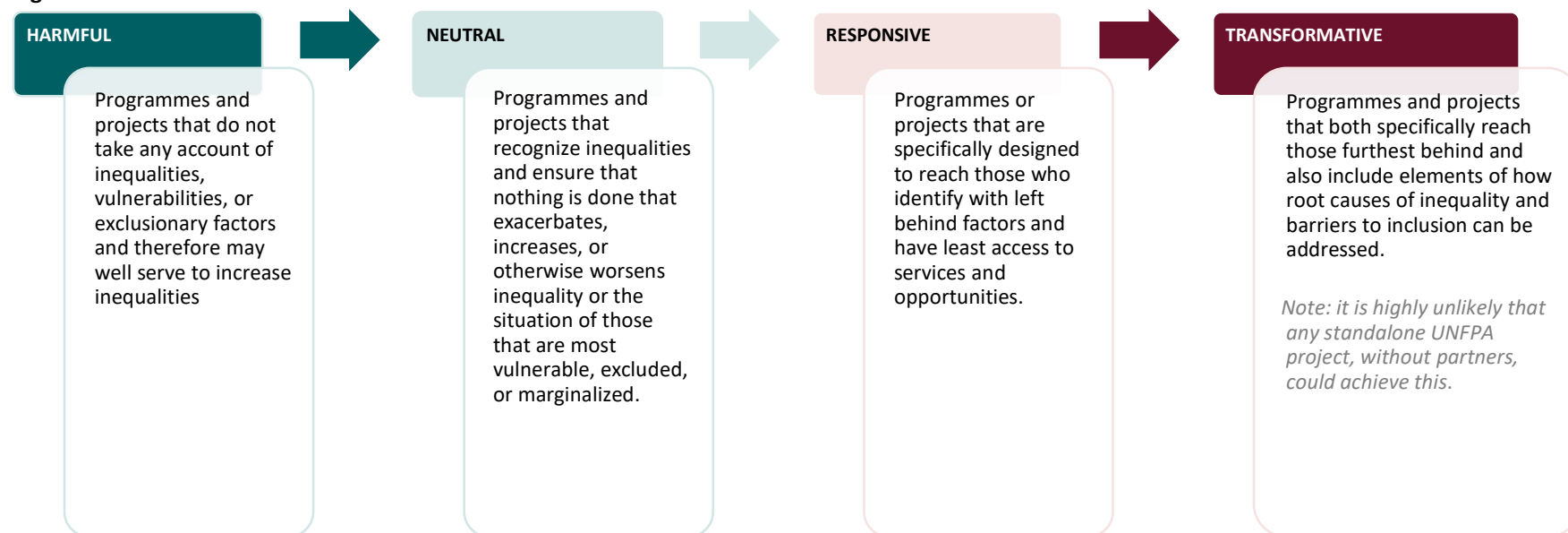


Table 1. Practical integration of the foundational principles and approaches of the evaluation

Evaluation Phase	Integration of feminist principles	Inclusive and participatory approaches	Utility-focused approach	Mixed Methods approach
Inception Phase	A Steering Committee with people with varying left behind factors was established, alongside a more traditional evaluation reference group (ERG) and in fact had more engagement with the evaluation team during the inception phase, particularly in terms of designing the data collection tools.	With specific input from the Steering Committee, the data collection tools have been designed, together with a checklist for UNFPA Country Offices, to maximize participation from those who identify with left behind factors.	The Steering Committee input into the data collection tools helped improve how data would be collected against evaluation questions shared with, and shaped by, key UNFPA colleagues, who were able to highlight exactly what UNFPA wants this evaluation to understand.	The inception phase has included the consideration of different data collection methods which have been provided, below, in this inception report.
Data collection Phase	The data collection phase will include interviews with different stakeholders at global, regional, and country levels, and focus group discussions with different community members in select countries. At all stages, the power dynamics between the evaluation team and the interviewee will be continually considered. The introduction sections of the KII guide and FGD guide highlight how respectful interviews should take place.	The evaluation seeks to not only include the voices of those who identify with left behind factors, but to promote, and prioritize those voices, while also ensuring the process is as non-extractive as possible. The FGDs in particular, are designed to be genuine discussions, not simply a list of questions, and the evaluators running the FGDs will be encouraged to facilitate discussion and learning between participants, and to engage as a participant, not as an outsider.	All data collection tools have derived from the evaluation matrix, which has been developed based on both document review, a reconstructed theory of change, and input from key UNFPA colleagues. Therefore, all information collected will contribute to answering those questions, from which practical and forward-looking recommendations can be extracted.	Data collection will include document review, key informant interviews, focus group discussions, observations of UNFPA work, and an online survey. These different methods will be implemented at different levels (global, regional, and country) and through a mix of in-person and online platforms. The evaluation will employ the use of culturally competent approaches and mixed methods to collect data around the multiple realities of the human experience.

Analysis and Reporting Phase	<p>The analysis of the data will be conducted firstly by the evaluation team, and secondly, through engagement with the Steering Committee to make sure the analysis is correct, respectful, and useful for the future work of UNFPA. Deductive coding will mainly be applied to answer evaluation questions and to test the evaluation constructed ToC, however the evaluation will also apply an inductive analytical lens to allow for new themes to arise.</p>	<p>The data will be coded within an evidence database and multiple lens – descriptive analysis, contribution analysis, content analysis, and comparative analysis – will be applied to the data (see below, 4.6) to ensure credibility and validity of the analysis based on the data available.</p>
Dissemination Phase	<p>The evaluation team will work with both the UNFPA Independent Evaluation Office and the Steering Committee to understand and plan the most respectful and inclusive way of disseminating the results of the evaluation, including to all different stakeholders. A plan for all country offices included within the evaluation in terms of different ways of engaging and communicating with all of those who participated in the evaluation will be developed.</p>	

4.2 Analytical framing of the evaluation – a theory-based evaluation

The inception phase of the evaluation started with a rapid document review of key documents and discussions with key colleagues (see Annex VI and Annex VII for a list of both) which became the foundation for a constructed guiding ToC for the evaluation. This ties to place the various components of the UNFPA conceptualization of LNOB with the broader framework of the UNFPA strategic plan, and other external and internal relevant factors. The ToC is thus not designed as a programmatic ToC but, instead, designed as a tool to assist in the development of an **evaluation matrix** that is grounded in the articulated strategic direction of UNFPA for LNOB, and more generally, to provide a framework for conceptualizing the activities of UNFPA during the periods under examination and their connections to outcomes and impact.

Next, the **evaluation matrix** developed by the evaluation team depicts evaluation questions, assumptions for each evaluation question (assumptions are statements to be tested within each question), indicators, and sources of information. The evaluation matrix indicates how each question relates back to the guiding framework. The evaluation matrix is provided in Annex I.

Following the evaluation matrix, a series of **data collection tools** have been developed, to ensure consistency of data collected across different countries, contexts, and through different data collection methods (see section 4.5). Data collection tools are presented in Annex IV.

4.3 Evaluation constructed ToC

A constructed ToC represents the evaluation's overarching analytical framework and was integral to establishing the evaluation matrix stipulating assumptions, indicators, and data sources as well as for structuring the tools for data collection, interview guides and case study reporting.

Explanation of the constructed ToC

The ToC in Figure 6 below conceptualizes the different components of the LNOB strategy within UNFPA, and pegs this within the broader strategic direction and mandate of UNFPA. Therefore, the top row of the evaluation ToC is the three transformative results of UNPFA, which this LNOB conceptualization must link to/lead to. In the box directly below, is the specific stated goal, or objective, of the LNOB strategy. Next are the three boxes, which show three of the four different areas of investigation that the ToR for this evaluation specifically required to be considered: LNOB within UNPFA programming and as an accelerator -the Areas of Inquiry (AoI) 2 and 3 within the ToR,⁷⁴ UNFPA's internalization of LNOB (ToR AoI 4) and the evaluation team, at this time, added a third box, which is UNFPA's broader contribution to the UN system and beyond in terms of advancing LNOB.

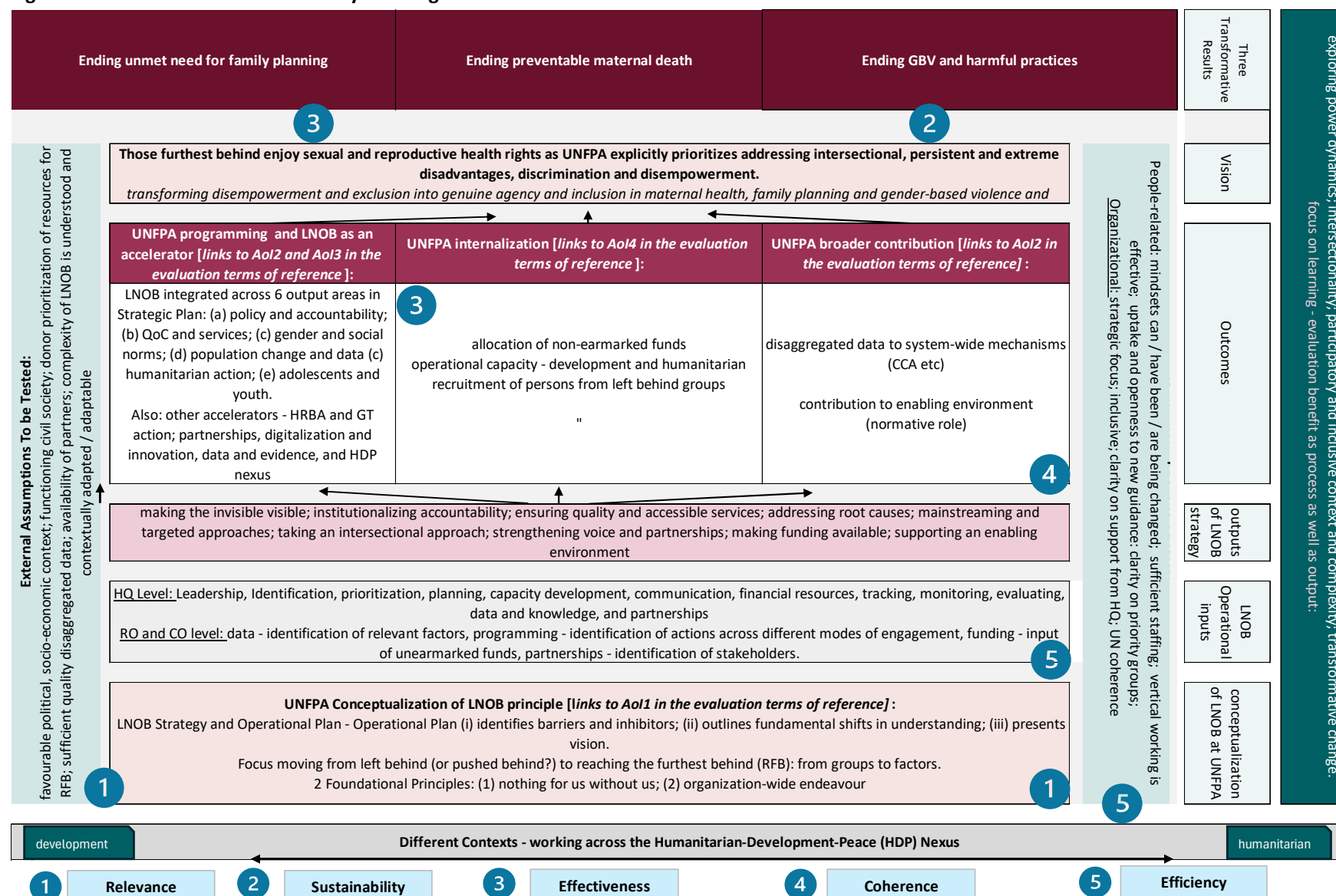
In the box below, is a list of the outputs of the LNOB strategy, which should logically lead to the outcome areas identified by the evaluation team, based partially on the areas of investigation as identified in the evaluation ToR, and covering the scope of this evaluation. Below, this, in the grey box, the stated operational inputs of the LNOB strategy; below this the UNFPA conceptualization of LNOB which is the first AoI stated in the ToR. Below, in a grey box, the evaluation ToC highlights that this strategy is meant to be applied across different contexts, including across the triple nexus.

Down the lefthand side is a light green box highlighting some of the identified external barriers and assumptions, grounding this evaluation ToC within external realities. Down the righthand side is, firstly, a mirroring light green box highlighting the identified internal barriers within UNFPA, grounding this evaluation

⁷⁴ These were two separate areas of investigation within the Terms of Reference, but UNFPA uses LNOB as an accelerator within programming, and in reality, it is difficult to separate the two, so this evaluation ToC has merged them together.

within the realities of UNFPA as a UN agency. Finally, at the far righthand side there is a reminder of how this evaluation should be completed through the lens of feminist principles. The five evaluation questions, corresponding to the five evaluation criteria of relevance, effectiveness, efficiency, coherence and sustainability, are mapped against the ToC.

Figure 6. Constructed evaluation theory of change



4.4 Short Evaluation Matrix

The full evaluation matrix with all evaluation questions, sub-questions, indicators, and data sources is provided in Annex I. Below is a short evaluation matrix which shows the linkages of the evaluation questions to the theory of change; the linkages to the areas of inquiry indicated within the ToR; and the linkages with standard Organization for Economic Cooperation and Development/Development Assistance Committee (OECD/DAC) evaluation criteria. The evaluation team has identified critical ToC assumptions to be tested during the evaluation – presented below as 1.1, 1.2. etc.

All evaluation questions are applicable to all datasets excluding the LAC regional case study which has been conducted during the evaluation period, concurrent to the inception report, and the evaluation matrix, being finalized. These questions apply to the three country case studies, and the global and regional data collection, and relevant questions will apply to the two thematic case studies.

Table 2. Short evaluation matrix

EQ1. Relevance. To what extent is the UNFPA LNOB strategy relevant to (a) realities at community, sub-national, and national levels; and (b) the UNFPA mandate?

Feminist principles applied: a focus on learning with regard to the conceptualization of the LNOB strategy; and a focus on intersectionality

1.1 The LNOB strategic approach to LNOB and RFB has evolved to focus on factors of exclusion/discrimination, including issues of accountability, governance, and increasing resilience to shocks, rather than groups which is relevant to addressing the intersectional needs of those left behind.

1.2 The LNOB strategy is relevant to different contexts, (including across diverse development and humanitarian settings) and allows for/promotes reaching the furthest behind regardless of political capital (i.e. ability to influence political decisions) expended on working with certain populations.

1.3 The UNFPA LNOB and RFB strategy is relevant to the UNFPA mandate and contributes to the three Transformative Goals.

EQ2. Effectiveness and Sustainability. To what extent has the LNOB strategy been effectively operationalized at country, regional, and global levels?

Feminist principles applied: participatory and inclusive approach, centering and prioritizing the perspectives of those most left behind.

2.1 The fundamental shifts and principles within the LNOB strategy have been consistently understood and meaningfully incorporated into planning at global, regional and country levels.

2.2 The LNOB strategy has been meaningfully operationalized at country, regional, and global levels, across the six output areas of (a) policy and accountability; (2) quality of care and services; (3) gender and social norms; (4) population change and data; (5) humanitarian action; (6) adolescents and youth [*note, humanitarian action will be answered under EQ3*]

2.3 LNOB has been fully leveraged as an accelerator and has been linked to other accelerators, across country, regional, and global levels, where alignment exists, being (a) human rights-based approach and gender transformative action; (b) partnerships; (c) digitalization and innovation; (d) data and evidence; and (e) Humanitarian-Development-Peace nexus. [*note, Humanitarian-Development-Peace nexus will be answered under EQ3*]

2.4 UNFPA has, across country, regional, and global levels, identified and implemented mitigation measures for the external barriers to effective LNOB programming recognized in the strategy, being: (a) competing priorities for resources; (b) lack of quality disaggregated data; (c) unfavorable political environment; (d) unfavorable socio-economic context; (e) lack of available partners; (f) concept of LNOB is complex and context-specific.

2.5 UNFPA meaningfully engages with, works with, and listens to, organizations led by representatives of left-behind populations at country, regional and global levels.

EQ3. Effectiveness – Humanitarian-Development-Peace (HDP) nexus. To what extent has the LNOB strategy been effectively adapted for humanitarian and crisis contexts?

Feminist principles applied: understanding changing power dynamics as contexts change

3.1 UNFPA country offices in humanitarian and nexus contexts (*including during COVID-19*) have been able to continue focusing on LNOB by applying the LNOB strategy and operational plan.

3.2 UNFPA country offices in humanitarian and nexus contexts (*including during COVID-19*) were / are able to understand changing dynamics of vulnerability and identify, and reach, emerging and new left behind populations.

EQ4. Coherence, internally, and Contribution to wider system. To what extent does the UNFPA LNOB strategy align with, add value to, fill a gap in, and contribute to broader development and humanitarian efforts?

Feminist principles applied: UNFPA contribution to transformative change

4.1 The UNFPA LNOB and RFB strategy is coherent with, and has continued over time to be aligned to, global UNFPA frameworks including the Strategic Plan.

4.2 The UNFPA strategy adds value to a broader attempt to reach left behind populations within the UN system, adding value specifically through the provision of disaggregated and localized data to government and the UN system

4.3 UNFPA's normative policy and advocacy interventions with governments, particularly through human rights-based approach and promoting HR instruments, increases interventions aimed at reaching those furthest behind and reduces structural barriers to inclusion.

EQ5. Efficiency. To what extent does UNFPA have an efficient organizational structure for the allocation of resources - financial and human - to further the LNOB strategy and goals?

Feminist principles applied: empowerment and capacity building questions on HR and employing persons from left behind populations,, and social justice and accountability for financial resource allocation

5.1 The internalization of LNOB principles, including specifically (a) allocation of earmarked funds; and (b) allocation, and training of staff with relevant and required skillsets for the operationalization of LNOB across different modes of engagement, has been implemented consistently and efficiently across different levels of UNFPA (country, regional, and global).

5.2 UNFPA systematically and proactively seeks to employ persons from left-behind populations.

5.3 UNFPA has developed an efficient organizational structure for the implementation of LNOB strategies and approaches.

5.4 UNFPA recognized and efficiently addressed the internal barriers to the LNOB approach, including, (a) People-related: change of mindset, insufficient staffing, vertical working, guidance fatigue, lack of clarity on priority populations; and (b) organizational issues: lack of strategic focus, inclusivity gaps, lack of clarity on support from UNFPA headquarters, and the fact that the UN does not speak as one voice.

5.5 UNFPA has the capacity to monitor, collect and disaggregate its data/results to assess existing inequalities and ensure UNFPA reaches those who are furthest behind, as well as monitoring normative interventions and changes in root causes of exclusion.

4.5 Overview of data collection methods

The evaluation team has designed a **mixed methods approach** to data collection and analysis that

This is not a traditional-approach evaluation. This evaluation has embedded inclusivity and the principles upon which the LNOB objective is founded, within all aspects of the evaluation, as highlighted in more detail below.



incorporates collection and analysis of both quantitative and qualitative data, but prioritizing qualitative data, ensuring the appropriate sample size and with considerations of gender plus – all left behind factors – to ensure a diversity of stakeholders are included. These methods will be applied across all datasets. Data collection methods and tools have been designed to complement one another and provide the most suitable mix of data sources to triangulate findings against each evaluation assumption – see full evaluation matrix in Annex IV for further details.

As referenced in the Introduction section, the evaluation is framed around a nested approach of **seven** data set components, consisting of:



- The LAC multi-country case study;
- Three country case studies;
- Two thematic case studies;
- Global and regional interviews, online survey⁷⁵ and document review;

Collectively these data sets will provide evidence for combined analysis which will be used to produce the final report.

Table 3. Summary of the proposed data collection methods and evaluation targets

	50+ Documents for review: Global, regional, and country Level.	<p>Document review will consist of:</p> <ol style="list-style-type: none"> 1. All UNFPA global-level LNOB documents and other strategic documents (including strategies, reports, assessments and evaluations) with reference to LNOB; 2. UNFPA global level financial data; 3. Other global level LNOB relevant documents – i.e. other UN agency evaluations on LNOB, UN LNOB framing and reporting, civil society reporting etc. 4. UNFPA Regional Plans and Reports on LNOB; 5. Regional programme evaluation reports; 6. Other regional LNOB documentation – i.e. One UN strategies, reports, assessments etc. This document review will cover all six regions. 7. Country-level UNFPA and other documentation for the LAC country case studies and the other three country case studies.
	75+ Global and regional key informant	<p>45-50 global and regional interviews Up to 10 interviews per each of the thematic case studies</p>

⁷⁵ The survey will be used to add depth and breadth to different questions and will be a stand-alone dataset but will be added to the global and regional evidence database.

	interviews; Additional country level interviews.	LAC case study and 3 other country case studies: interviews as arranged by Country offices, with specific outreach to UNFPA partner user-led civil society organizations (CSOs) at country level for the country case studies.
	Up to 25 focus group discussions with community members.	Approximately 25-35 FGDs conducted across LAC (Panama, Peru, and Costa Rica) and 3 other country case studies. FGDs will only be conducted in countries where evaluation team members undertake in-person missions and will be facilitated by the evaluation team member.
	1 Online survey.	The survey will target country and regional UNFPA LNOB focal points.



Document review: An in-depth document review will be conducted as referenced above. Evidence from documents will be extracted based on providing data to answer the evaluation questions and to test the assumptions as presented in the evaluation matrix.

Document review will be conducted for:

- Global general documents, for global and regional case study dataset;
- Specific document review for each of the country case studies and for the LAC case study;
- Specific document review for each of the thematic case studies.

The document review will provide both qualitative and quantitative data. Qualitative data will be treated through text coding against the evaluation matrix, and realist synthesis; quantitative data e.g. financial data and results data will be analyzed through descriptive statistics to identify trends, averages, ratios etc. The document review will be undertaken against the agreed evaluation matrix, with data recorded in a consistent manner across the members of the evaluation team through the use of an evidence database (see 4.6). The documents and the secondary data sets will constitute sources of evidence that will be triangulated with data collected through other evaluation tools. The sampling strategy for the document review is presented in section 4.8.

How principles are applied:

Feminist principles: the document review will focus on evidence of transformative effects;

Inclusive and participatory: an original repository of documents has been provided by UNFPA: however, interviewees will be asked if they have any documents to recommend that we review for this evaluation.

Utilization and formative approach: documents will be scanned for information that can provide utility for UNFPA and can contribute to findings that lead to useful learning and recommendations.



Semi-structured key informant interviews: Approximately 50 semi-structured KIIs at global, and regional levels will be conducted individually or in small groups, to inform all levels of evidence. Additional interviews, a number to be decided on a case-by-case basis, in conjunction with UNFPA country office colleagues, will be conducted within the three country case studies, in addition to those already conducted for the LAC regional case study.

Amongst the key informants there will be:

- UNFPA colleagues across all divisions at headquarters level, and across select divisions in all regions.
- Global and regional UNFPA partners, (civil society, governments, academic institutions, networks, non-governmental organizations, and donors) working on LNOB programming.
- Interviews specifically for the two thematic case studies (including HRD, EECARO advisors, and APRO advisors)
- Interviews at country and regional levels for the LAC case study and at country levels for the three country case studies.

Drawing on the stakeholder map (available within Annex III), a specific list of key informants to be interviewed at the global and country levels will be developed in consultation with UNFPA at the onset of the data collection phase. This list may be subject to changes and additions as the evaluation process unfolds and more key informants emerge. A list of all key informants interviewed will be included in the final report (unless interviewees request not to be acknowledged in the final report, and/or anonymized where relevant).

Interviews will be conducted remotely for both the general interviews and the thematic case study interviews, through the support of an on-line platform such as Zoom or MS Teams. Interviews will be conducted in person for the in-country case studies.

Interviews will normally be undertaken by a single member of the evaluation team; however, some interviews might have more than one evaluation team member attending.

The sampling strategy for KIIs is presented in section 4.8. Once a list of interviewees for each dataset (global and regional, thematic case studies, and country case studies) is available, the interviewees will be contacted and asked if there is anything specific that they would like to be considered that will make the interview easier, more accessible, more enjoyable, more comfortable, or more engaging for them. Considerations might include:

- For remote interviews, any particular digital platform that is easiest to use/most accessible;
- For in-person interviews, the evaluation team will meet wherever is most convenient for the interviewee;
- For both remote and in-person interviews:
 - any additional needs for interpretation;
 - any other person the interviewee would like to be present;
 - having questions before the interview;
 - being able to ask questions;
 - repeating where necessary;
 - anything else suggested or requested by interviewees.

In-person and remote interviews will be conducted in English or Spanish by evaluation team members, although if other languages are requested or preferred the evaluation team will work with UNFPA to accommodate where possible.

All interviewees will be advised that participation is optional, and that consent can be withdrawn at any time. Explicit verbal consent will be requested. All interviews will be treated as private and confidential.

The remote interviews will be conducted over a longer period of time compared to the other data collection methods, to better accommodate stakeholder availability.

All interviews will be conducted against the agreed evaluation matrix. To ensure that interviews are appropriate to the different stakeholders, all interviewers will be semi-structured based on protocols and questionnaires tailored to the specific stakeholder group. The KII questionnaire protocol is available as Annex IV and has been piloted in two countries of the LAC region (Panama and Costa Rica) during the inception phase.

How principles are applied:

Feminist principles: the KIIs will be as non-extractive as possible, fostering a discussion and learning exchange between the evaluator and the interviewee with the view to leaving the interviewee feeling respected and empowered by the end of the interview;

Inclusive and participatory: all interviewees will be treated as participants within the evaluation rather than just 'key informants' with a strong focus on bringing perspectives and ideas for improvement from interviewees into the evaluation narrative.

Utilization and formative approach: questions will have a strong focus on what interviewees would like to see UNFPA doing in the future, as much as what has been done to date.

Online survey: A survey is planned to be administered globally to UNFPA focal points for LNOB at country and regional levels. Data collected through the online survey will be utilized to supplement the data collected through country and regional case studies, thematic papers, and the global literature review. To ensure that the greatest value-add is gained from the survey, the survey will use a sequential and exploratory design, where the final version of the questions will be agreed by the evaluation team based on emerging information from the desk review and initial KIIs in the data collection period which will ensure that it is as topical as possible, while restricting its length.

The evaluation team plans to launch the survey mid-way through the data collection phase, following an initial evaluation team analysis meeting, to assess where good evidence is emerging across the evaluation question and where there are critical evidence gaps, and a further meeting with the Steering Committee. This will then inform the team's prioritization of lines of inquiry for the survey.

The survey will be developed in English, French and Spanish and rolled out using an agreed upon platform.

Quantitative data collected through the survey will be analyzed through descriptive statistics and reported through frequency tables and graphs, while qualitative data will be analyzed through text coding and realist synthesis. Results from the survey will be utilized to supplement the data collected at the global level and through thematic and country case studies.⁷⁶ Data collected through the online survey will be taken at face

⁷⁶ Survey results will not be used as stand-alone evidence to elaborate the evaluation findings, but they will be used to corroborate or allow the Evaluation Team to test, and question other sources of data.

value with no further follow-up based on responses received and this will be accounted for within the analysis and triangulation phase of the evaluation.

How principles are applied:

Feminist principles: the survey will record gender and other characteristics of respondents for deeper analysis; the survey will also be clearly confidential, allowing staff to provide whatever feedback – positive or negative – that they would like, without any risk.

Inclusive and participatory: while the survey is quantitative in design, the questions will be formulated around perceptions and opinions, and there will be room for additional qualitative feedback against each question.

Utilization and formative approach: The design of the survey is such that if, once some significant data has already been collected, the evaluation team recognized either (a) any emerging gaps in data; or (b) any interesting emerging themes, the survey will be used to address these specific gaps or opportunities, and therefore will be used in the most utility-focused manner.



Focus group discussions: Within this evaluation, FGDs are particularly critical. The evaluation has been designed to center the voices of those who identify with left behind characteristics and meaningfully (that is, not in a tokenistic manner) listen to and incorporate the views, ideas, perspectives, and recommendations of those that UNFPA's LNOB work is intended to support into the evaluation.

FGDs will be conducted across the LAC case study countries and the three other country case studies. FGDs will only be conducted with community members who are already supported by UNFPA and implementing partners through programming, and as such, can provide informed opinions on the work. The evaluation team have confidence that UNFPA Country Offices, who will organize all FGDs, together with implementing partners, have systems in place to ensure that discussions take place in places, manners, ways, and times that are convenient for the attendees. However, as this evaluation has been designed under feminist principles, the evaluation has also developed a checklist for country offices to ensure that all necessary considerations for conducting the FGDs in the most respectful manner possible, have been made. See Annex V for the proposed checklist.

FGDs in the three in-country country case studies will further include an element of anthropological observation, where the data collected will not be limited to what interviewees say but will also include observational perceptions of the evaluator with regard to interactions between stakeholders, power dynamics, and the unspoken. Evaluators will explore non-verbal ways of interacting, where relevant, and where possible.

The evaluation takes genuine participatory approaches very seriously and will consider the following trauma-informed monitoring and evaluation processes for FGDs.⁷⁷

- **Redefining informed consent:** Consent for participating in the FGDs will not just be a passive tick-box on a consent form: it will be about providing a full and clear explanation of the purpose and use of the discussion and ensure clear understanding that participants have the right to skip questions or decline to answer or participate at any point (see the FGD Protocol in the Annex IV).

⁷⁷ The below list is taken from American Evaluation Association: <https://aea365.org/blog/international-and-cross-cultural-icce-tig-week-why-trauma-informed-data-collection-is-essential-in-monitoring-and-evaluation-by-janice-dsouza/>

- **Crafting sensitive language:** The FGDs will ensure there is no blunt, personal, or potentially graphic language used and acknowledge that some cultures may be more hesitant to discuss past experiences.
- **Acknowledging triggers:** The FGDs will ensure that participants are forewarned of any potentially sensitive topics.
- **Cultural adaptation** will include involving those attending the FGDS in setting up the FGDs – where, when, and how.
- **The power of opting out.** emphasizing participant autonomy: participation in FGDs is voluntary, and there will be clear, continuous, and accessible opt-out options readily available.

The protocol for FGDs can be found in Annex IV.

How principles are applied:

Feminist principles: FGDs have been designed to be as empowering, interesting, respectful, and thought-provoking for attendees as possible. Power dynamics will be considered in all aspects of the FGDs, including, composition of group, place and time of discussion, gender and other attributes of translators, length of discussion, ensuring everyone is able to participate, while not feeling forced into doing so if they do not wish, and format of prompts to allow a two-way discussion.

Inclusive and participatory: the composition of the groups will be carefully discussed between the evaluation team and both UNFPA, implementing partners, and those with left behind characteristics themselves to ensure maximum participation and inclusivity.

Utilization and formative approach: The FGD discussion methodology focuses on both what UNFPA is doing now and what could be done better in the future. The evaluation design is such that the FGDs will seek to understand recommendations from those who identify with left behind factors, no matter how creative they may be, and see how they can be integrated into the final recommendations for UNFPA.

4.6 Triangulation, analysis and validation of evidence

The evaluation team will collect a substantial volume of qualitative and quantitative data and evidence throughout the evaluation. Evidence databases will be used to collate, code and analyze data at the global, country, and thematic levels, and then used to synthesize findings for the evaluation report.

Throughout the data analysis process, the evaluation team will ensure validity and reliability through the use of standardized data collection tools across all different data sets, continuous analysis and triangulation (throughout the data collection period, not just at the end), and compliance with OECD/DAC and United Nations Evaluation Group (UNEG) standards.

All data will be parsed and entered into evidence tables to facilitate the analysis of themes across the full datasets. The team will then finalize the analysis of the data by extracting the themes, findings and lessons from the data by evaluation criteria.

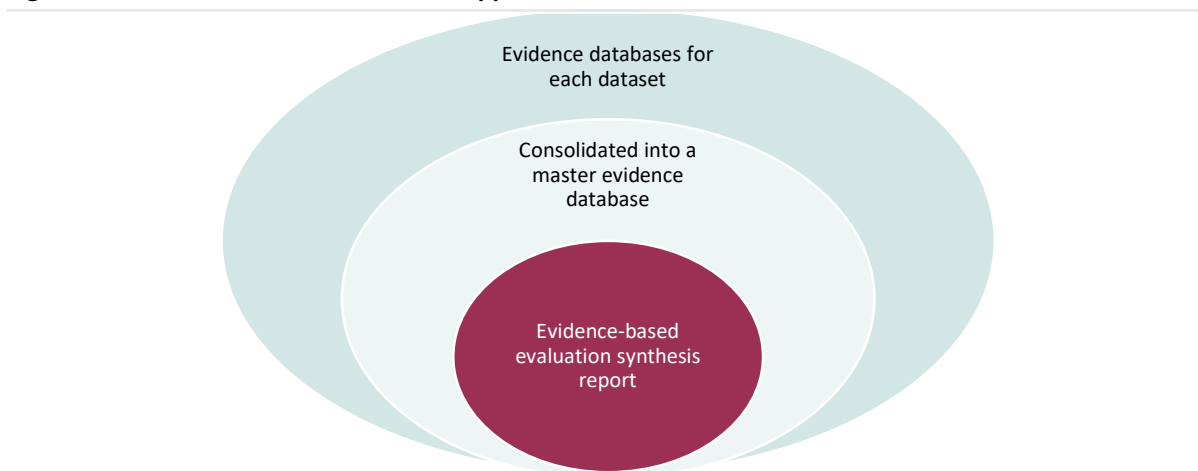
The feminist and inclusive and participatory principles will be brought into analysis through two specific sessions with the Steering Committee within the data collection period (halfway through, and towards the end) to speak to particular emerging themes.

Evidence databases: The evaluation will use a nested evidence database approach (see Figure 7). Throughout the evaluation, data collected from both primary and secondary sources will be recorded systematically in evidence databases that will be a Microsoft Excel-based document. The evidence database is based on the evaluation questions and assumptions, as articulated in the evaluation matrix.

There will be total of seven evidence databases (i.e. evidence matrixes):

- One for the global and regional level data (remote interviews, survey and document review);
- One for LAC (interviews, document review, and FGDs)
- One for each country case study (interviews, document review and FGDs)
- One for each thematic paper (remote interviews and FGDs)

Figure 7. The nested evidence database approach



The evidence database based on the evaluation matrix, with a column for the data source (key informant name and organization, or documentary data source, or FGD location and date) and a column for each sub-question.

Relevant information will be systematically recorded in the appropriate column – keeping in mind that not all sources of data will provide complete data for all questions. Different key informants will speak to different

aspects of the evaluation, and likewise, different pieces of secondary data will provide evidence for different aspects of different evaluation questions.

As the data is recorded in the database, it will clarify for the team areas of the evaluation that require further inquiry, or alternatively, emerging areas of relevance that had not been captured by the evaluation questions. This will provide an opportunity for course correction as data collection progresses.

Table 4. Example of evidence database

Data Source	EQ1.1	EQ1.2	EQ2.1	Etc.
KII A	relevant evidence		relevant evidence	
KII B		relevant evidence		
KII C	relevant evidence			
Doc X		relevant evidence		
Doc Y	relevant evidence		relevant evidence	

The evidence database design for this evaluation has two key additions to a standard database. Firstly, there will be column for evaluators to note how feminist principles have been applied during the evaluation. Secondly, as referenced under section 4.1, above, there will be a column to note whether referenced interventions (from key informants or document review) could be categorized as harmful, neutral, responsive or transformative.

The value of utilizing the evidence database for collating evidence is that it provides a rigorous approach to data recording and data analysis. The strength of each finding can be robustly determined and comparably quantified to *complement* (and not replace) overall qualitative analysis. This is based on the fact that not all pieces of evidence are equal in terms of quality or credibility, and therefore this process is an extra-step validation and verification process rather than the foundation for determining findings.

The completed evidence databases are then used by the evaluation team to triangulate data and generate findings, conclusions, and recommendations. It will also allow for cross-analysis of the data across the four in-country case studies and the four remote case studies.

Analysis of data: The evaluation will use three main analytical approaches:

- *Descriptive analysis* to understand the contexts within which UNFPA support to LNOB approaches takes place;
- *Content analysis* will constitute the core of the qualitative analysis. The evaluation team will analyse and code documents, interview transcripts, and survey responses to identify common trends, themes, and patterns for each of the key evaluation questions and criteria. This will be a mixture of deductive and inductive coding, in line with the overall approach to the evaluation as described in earlier section.
- *Comparative analysis* will examine findings across different initiatives, countries, themes, or other criteria. It will also be used to identify good practices, innovative approaches, and lessons learned.

Consultative approach to validate key findings, conclusions and recommendations: Evidence-based findings will be developed using the output of the data analysis, and from these findings evidence-based conclusions and succinct and actionable recommendations will be developed for each criterion.

This will include:

- Two meetings with the Steering Committee on emerging themes: one at the half-way point of data collection, and one towards the end of data collection;
- Presentation of the findings to the Steering Committee, discussion, and revision after the evaluation team analysis workshop in New York City in November;

- Presentation of findings and draft considerations for conclusions and recommendations in the form of a draft report to both the Steering Committee and the ERG;
- Discussion with the Steering Committee on conclusions and recommendations;
- Presentation of the findings, conclusions and recommendations to the ERG.

4.7 Ethical issues

Ensuring data privacy and confidentiality: The evaluation will ensure compliance with the UNEG Ethical Guidelines for Evaluation and the UNEG Code of Conduct for Evaluation, and the four ethical principles⁷⁸ of:

- Integrity
- Accountability
- Respect
- Beneficence.

Euro Health Group (EHG) and the evaluation team are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, being culturally sensitive, and sensitive to potential risk of discrimination, respecting the autonomy of participants, and ensuring that the evaluation do not harm participants.

The following ethical issues and measures are noted for data collection:

- Participants in KIIs and the online survey will be informed, prior to data collection, the purpose of the evaluation and how the data collected will be used, and participants will be assured that their responses are treated confidentially;
- The informed consent of participants to provide information is obtained verbally (as part of KII and transcript);
- Participation in the online survey is on a voluntary basis, by accepting to respond to the survey and submit the results, the respondent is assumed to have given confirmed consent;
- The online survey is confidential and participants will not be asked information which can identify them in the future;
- Audio recordings of interviews is only done with prior permission. No citations in the evaluation report will be traceable to a specific person or their titles or functions;
- Participants' privacy is protected and data kept confidentially. EHG's data security system complies with the European Union General Data Protection Regulation. Only relevant data is collected, data is kept securely and confidentially. All interview notes and potential audio recordings are stored on a project specific Microsoft SharePoint owned by EHG and will be deleted after the evaluation has concluded.

Feminist principles and ethical considerations: As per feminist principles, this evaluation will be gender and human rights responsive both in terms of process and content, through the findings, conclusions and recommendations. As per the principles of inclusion and participation, the evaluation aims to be of value in terms of *process* as well as final product output.

The evaluation elements will include feminist, inclusive, and participatory principles as highlighted in Table 5 below.

⁷⁸ Evaluation Matters. Making Feminist Evaluation Practical. 2018

Table 5. Ethical considerations in different aspects of the evaluation

Evaluation Phase	Ethical considerations
Design and methodology	<p>The design has specific feminist principles as an overarching approach and there is a clear prompt for how feminist principles will be applied to each evaluation question.</p> <p>Case studies will ensure that evaluation's data collection methods and tools are context, gender- and culturally appropriate to capture the voices/perspectives of a range of diverse stakeholders including persons who identify with left behind factors. The main challenge will be to ensure that whenever relevant, the methodology allows the identification and analysis of key power-related issues.</p>
Data collection	<p>The evaluation will ensure that data collection is sensitive to power relations and ethical considerations (e.g., informed consent, confidentiality, data safeguarding) and that the needed enabling conditions are in place to inhibit discrimination – by action or omission- and allow the free, voluntary, respectful and safe participation of all population groups and individuals.</p> <p>Affirmative actions will be implemented whenever needed to ensure that everyone can fully participate and can do so in a respectful, empowering, and enjoyable manner. The final report will assess with transparency the limitations or potential dilemmas faced in relation to discrimination in the process of data collection.</p>
Analysis and findings	<p>The analysis will be conducted and presented through a gender and inclusion sensitive lens and analysis will be conducted in cooperation with the Steering Committee. LNOB is not just about providing services to particular populations, but, as UNFPA has conceptualized it, is about factors of vulnerability and programming that aims to reduce or remove those factors. Therefore, LNOB programming must have a level of transformative objectives, and the analysis will be based on a scale similar to the gender marker, looking at which interventions have been genuinely transformative rather than responsive, to compare approaches, analyze budget allocation, and identify good practices and lessons learned.</p>
Conclusions	<p>Conclusions will be co-created with the Steering Committee based on the analysis of the evidence and the findings, and will seek to be positive and forward-looking, under feminist evaluation principles.</p>
Recommendations	<p>Based on conclusions and relevance, the recommendations will be co-created and aim to provide relevant substantive and practical guidance on how to upscale the consistent and systematic integration and implementation of LNOB considerations as an agency-wide approach.</p>

4.8 Sampling strategies

Sampling of countries for country case studies and remote thematic studies: In brief, the evaluation methodology will include case studies to gain deeper insight into the implementation of the principles of LNOB/RFB at regional and country levels. In line with feminist principles, the selection of countries for case studies will be done in partnership with regional and country offices. Case studies will not only reflect diversity of social, cultural, and political contexts, but also intentionally capture actions which respond to intersectional identities and the multiple factors of exclusion faced by individuals. Through a form of appreciative inquiry, the identification and documentation of positive stories and lessons in the case studies will facilitate engagement, empowerment, and the agency of involved stakeholders.

The composition of case studies for this evaluation is as follows:

1. One Latin America and Caribbean (LAC) case study including 3 countries (Panama, Costa Rica, and Peru). The format of this case study and selection of countries was decided in conjunction with the Latin America and Caribbean Regional Office during the evaluation inception phase and as such is outside of the scope of this sampling strategy.
2. Three country case studies across three different regions, excluding LAC.
3. Two thematic case studies covering thematic areas across regions.

Given the formative nature of the evaluation, purposive sampling has been used to propose countries for case studies and proposed themes for thematic case studies. Ideally, the combined case study collection will reflect all furthest behind factors, providing lessons learned and promising practices on how to advance the LNOB approach at these different levels in the organization. Please see Annex III for a full overview of the sampling strategy.

Suggested country case studies with in-country missions for discussion and feedback from the ERG and regional offices are:

1. Bangladesh;
2. Turkey; and,
3. Ethiopia.

These countries have been selected from the longlist of countries, as per the full table in Annex II. Criteria used for selection includes:

- Geographical diversity – the three countries for in-person case studies will be selected from three different regions, excluding LAC.
- Income level – Countries for case studies will have different income levels according to World Bank classifications.
- Humanitarian contexts – At least one of the three countries selected for case studies will be facing an ongoing crisis and/or be hosting large numbers of people affected by forced displacement from neighbouring countries.
- UNFPA tier classification – Countries will reflect all three tiers of classification.⁷⁹
- Total fertility rate – Countries showing a range of high fertility and low fertility contexts.
- Furthest behind factors – Countries and regions selected for case studies will consider a range of furthest behind factors and/or target furthest behind populations.

⁷⁹ UNFPA. UNFPA strategic plan, 2022-2025. Annex 3 Business model. 2021. <https://www.unfpa.org/unfpa-strategic-plan-2022-2025-dpfpa20218>

The three countries listed above have been proposed because they all together meet the criteria as listed above, they have large UNFPA programmes, working at the intersection of the humanitarian and development nexus, and combined, they reflect all furthest behind factors. There are no expected security issues for visits. However, it is noted that the proposal for these three countries is a starting point for further discussion, and final approval/selection by the ERG, including the regional colleagues on the ERG.

Country visits are planned for in-person and will likely be organized for the latter half of the data collection period, being September-November. As soon as country selection is finalized, the evaluation team will start planning preparations directly with the appointed country focal point. Visits are planned to last between one and two weeks, and the overall objective of the country case studies will be to contribute to the synthesized learning of the overall evaluation and be referenced and highlighted in the final evaluation report.

Suggested themes for thematic case studies, based on initial and brief consultations conducted during the inception period, are proposed as:

1. LNOB in across the Humanitarian-Development-Peace Nexus; and,
2. LNOB in UMIC (and low fertility/population decline) contexts.

Originally, the evaluation proposal allowed for three country case studies (in addition to the LAC regional case study, conducted during the inception phase) and two regional case studies. During initial discussions with UNFPA stakeholders the idea that thematic case studies might provide more beneficial learning, across all regions, rather than specific regional case studies, was raised. LNOB in humanitarian settings was a popular theme, which will allow coverage of a number of regions (with the suggestion that this thematic case study will, at a minimum, review Palestine, Ukraine, Yemen, as current humanitarian contexts, and perhaps Uganda and others as contexts emerging from humanitarian situations). This case study would also review the humanitarian structure of UNFPA vis à vis LNOB, ensuring engagement with the HRD, and potentially feeding into the UNFPA Humanitarian Capacity evaluation planned for later in 2024.

The notion of a case study on LNOB in UMIC (and low fertility/population decline) contexts was driven by evidence emerging from the recent mid-term evaluation of the Strategic Plan and associated regional programme evaluations (all currently unpublished) where evidence shows some of the successes and challenges of implementing the LNOB accelerator in UMIC and low fertility settings, and the evaluation team considers this will be useful across a number of regions. Anticipated interviews for this thematic case study include regional interviews with EECARO, and with APRO, and select country interviews.

The thematic case studies, like the originally planned regional case studies, will be conducted online during the data collection period, and evidence will be collected against the same evaluation questions as the overall evaluation, with the main objective being to contribute to the evaluation, as well as providing a stand-alone thematic 'note'.

Sampling strategy for KIIs: The evaluation follows a strategy of purposive sampling for KIIs. The purposive samples are aimed at selecting specific sources of information, which are as illustrative and diverse as possible and provide for generation of rich learnings and recommendations. At the global and regional level, the UNFPA evaluation office in collaboration with the evaluation team and with input from other UNFPA teams and departments will develop an initial list of categories of key informants based on a stakeholder mapping undertaken during the inception phase (see stakeholder mapping in Annex III). The stakeholder mapping highlights those entities, organizations, individuals, etc. who are affected by the Strategy and/or have a vested interest in its performance and future. Their level of influence and interest will be further

assessed during the data collection and analysis phase, to better situate the findings and recommendations. A robust and transparent process to identify key stakeholders at country, regional and global levels will be applied through reviewing the stakeholder mapping, literature, as well as taking advice on the most relevant informants and supplementing this with the knowledge of the evaluation team about the critical players working in the space – including implementing partners, donors, government representatives and others.



Sampling strategy for the online survey: The online survey will target UNFPA LNOB focal points (a list as provided by the global LNOB lead at headquarters) at country and regional level. The target number of staff that will receive the survey, and target number of countries, will be confirmed once the list has been received.

Sampling of documents and data will be purposively selected to provide for a relevant and encompassing review. During the inception phase, the UNFPA Evaluation Office enabled access to a range of documents which have been supplemented through the additional identification of relevant data and documents by the evaluation team. A full list of documents compiled by the end of the inception phase is available in Annex VII.

4.9 Rapid evaluability assessment and risks / limitations and mitigation measures

Table 6 and 7 provides an overview of the anticipated limitations to accessing quality evidence, per evaluation question, and then an overview of risks and / or limitations and mitigation strategies for the evaluation.

Table 6. Estimated level of accessibility to quality evidence per evaluation question

Evaluation questions	Applying feminist principles	Risk	Narrative
EQ1. Relevance. To what extent is the UNFPA LNOB strategy to (a) realities at community, sub-national, and national levels; and (b) the UNFPA mandate?	<p><i>Feminist principles applied: a focus on learning with regard to the conceptualization of the LNOB strategy; and a focus on intersectionality.</i></p> <p>Focusing on the learning of the evolution of LNOB within UNFPA is itself a feminist approach: and unpicking the conceptualization of the strategy, particularly a shift from groups to factors, will highlight the feminist rationale behind the strategy.</p>	 LOW	<p>The evaluation team believes that there will be a sufficient quantity of evidence to gather around the design and conceptualization of LNOB within UNFPA to confidently speak to the evolution and the relevance of the LNOB strategy to UNFPA and those UNFPA seek to support, across different contexts.</p>
EQ2. Effectiveness and Sustainability. To what extent has the LNOB strategy been effectively operationalized at country, regional, and global levels?	<p><i>Feminist principles applied: participatory and inclusive approach, centering and prioritizing the perspectives of those most left behind.</i></p> <p>Understanding how much UNFPA country offices work with people who identify with LNOB factors, rather than for them, but doing so in a collaborative and learning-orientated (rather than judgmental or critical) manner will bring feminist principles into this evaluation question.</p>	 MEDIUM / HIGH	<p>As above, the evaluation team believes that there will be sufficient evidence with regard to the effectiveness of the operationalization of the strategy at different levels, although it might be difficult to ascertain what has been driven by the current strategy and what is continued LNOB programming within UNFPA, driven by other contextual factors.</p> <p>The evaluation team believe that it might be difficult to distinguish genuine LNOB (transformative) programming within UNFPA from other targeted programmes to specific populations, and also difficult to distinguish programming (context analysis, implementation, monitoring) based on groups rather than factors.</p>




			The evaluation team believe it might be difficult to ascertain the sustainability of different LNOB interventions, particularly as many of them might indeed be targeted service delivery for specific groups.
EQ3. Effectiveness - Humanitarian. To what extent has the LNOB strategy been effectively adapted for humanitarian and crisis contexts?	<p><i>Feminist principles applied: understanding changing power dynamics as contexts change.</i></p> <p>Understanding how UNFPA country offices adapt, but retain respectful interactions with left behind populations, for humanitarian or emergency responses will bring feminist principles into this evaluation question.</p>	 <p>MEDIUM / LOW</p>	The evaluation team believes there will be data available to allow for an overall assessment of LNOB in humanitarian settings, particularly through the humanitarian thematic case study which will cover a number of different settings
EQ4. Coherence and Contribution. To what extent does the UNFPA LNOB strategy align with, add value to, fill a gap in, and contribute to broader development and humanitarian efforts?	<p><i>Feminist principles applied: UNFPA contribution to transformative change.</i></p> <p>Feminist principles will be highlighted in this evaluation question through understanding the contribution of UNFPA to more systemic change within both international development system and at national level in countries.</p>	 <p>MEDIUM / HIGH</p>	The evaluation team believes there will be some data points to provide examples of how UNFPA has contributed both through normative work and within the UN system, but validating this from those to whom the contribution has been made might be more difficult.
EQ5. Efficiency. To what extent has UNFPA efficiently allocated resources - financial and human - to furthering the LNOB strategy and goals?	<p><i>Feminist principles applied: empowerment and capacity building questions on HR and employing persons from left behind populations, and social justice and accountability for financial resource allocation.</i></p> <p>Feminist principles will be applied by looking at how internalized LNOB has become in internal systems from a more qualitative rather than quantitative perspective.</p>	 <p>MEDIUM / HIGH</p>	A significant challenge with this question will be navigating Quantum rather than Atlas and establishing agency-wide data sets for finances and human resources. Efficiency is usually answered as quantitative response, but this evaluation, under feminist principles, will take a more nuanced and qualitative perspective approach to the question.

Table 7. Risks and / or limitations and mitigation measures

Risk / Limitation	Explanation and Mitigation Measure
Extracting sufficient data from one regional mission, three country case studies, and two thematic case studies to reach credible conclusions about LNOB at UNFPA overall.	<p>The evaluation team is confident that the data extracted, even though from few case studies, can be used to provide a holistic picture, based on:</p> <p>The sampling of case studies has been purposeful and designed to study a diverse range of country contexts and experiences;</p> <p>The thematic case studies, revised from regional case studies originally planned, will provide more useful information;</p> <p>Global-level data and the online survey will give an even broader perspective.</p> <p>However, the evaluation team is aware of current challenges with the move from Atlas to Quantum and expects some difficulty in extracting any useable overall financial data.</p> <p>In the synthesis report the evaluation team will be very specific about triangulation of data and that which can be considered more universal for WPHF against that which might well be more context specific.</p>
Possible disruption in any country context due to insecurity.	<p>The team has significant experience working in conflict and emergency settings and will remain flexible, patient, and responsive both in terms of countries for field visits, and in terms of disrupted meeting schedules in remote case study countries. Visits will adhere to security protocols put in place by country offices.</p> <p>There is a possibility that Eastern Europe and Central Asia countries, EECARO, and Eastern Europe and Central AsiaEECA-based respondents at the regional and global level might be busy with the war in Ukraine and therefore not be able to participate in this evaluation. If this is the case, the evaluation team will find other ways to collect data.</p>
Unavailability of key stakeholders due to limited time availability or interest in the evaluation.	<p>The evaluation has deliberately left data collection open for four months, from July 2024 (data collection starting in mid-July) until October 2024, also recognizing that many stakeholders will be unavailable throughout the month of August.</p> <p>The team will have a systematic methodology for reaching out to the list of stakeholders and the evaluation team will request assistance from UNFPA where necessary if stakeholders are difficult to reach.</p>
UNFPA internal changes and imminent move to Nairobi.	<p>There are many institutional changes being made in UNFPA, and a planned 2025 move to Nairobi which has left many UNFPA staff feeling unsettled and sometimes dispirited, which might affect both availability of UNFPA headquarters staff for interviews and spirit of responses.</p> <p>The evaluation team will take this into account during analysis.</p>
Speaking to enough community members to fully do justice to the principles of this evaluation.	<p>People identifying with left behind factors have been engaged at the global level, through the Steering Committee. However, in other areas of the evaluation, engagement is only systematically planned through FGDs in three countries and one regional case study.</p> <p>The evaluation will rely heavily on the Steering Committee inputs to the evaluation in this sense.</p>

Next Steps and Deliverables

5. Next steps and deliverables

5.1 Updated timeframe and deliverables

Table 8 below provides an overview of the evaluation team tasks, evaluation deliverables and their respective tentative deadlines per evaluation phase.

Table 8. Tentative timeline for evaluation team tasks and deliverables

Phase	Task	Deliverables	Tentative deadline
Inception	Desk review and mapping of stakeholders, initial round of interviews with key informants		May 2024
	Draft ToC, data collection tools, methodology, evaluation matrix including refining evaluation questions		May 2024
	Presentation and discussion of data collection tools and country case study methods with Steering Committee		June 2024
	Submit draft inception report	Draft Inception Report	5 July 2024
	Consolidated comments from the ERG to draft inception report shared with EHG and the team		22 July 2024
	Presentation of inception report to the ERG		July 2024
	Pilot field missions in LAC (Panama, Costa Rica, Peru)		June/July 2024
	Refine data collection tools and finalize inception report	Final Inception Report	31 July 2024
Data collection	Draft LAC case study report		15 August 2024
	Final LAC case study report	Final LAC Case Study Report	31 August 2024
	Key informant interviews - virtual (global regional)		Aug-Sep 2024
	Comprehensive document review (global and regional)		Aug-Sep 2024
	Field missions for 3 country case studies	Debriefing presentations to country offices (PowerPoint) 3 Country case study briefs	Sep-Nov 2024
	Two thematic case studies	Thematic case study notes	Aug-Oct 2024

		(as appendices to global report)	
	Finalization of the survey questionnaire		30 Sep 2024
	Launch of the survey		1 Oct 2024
	Data analysis and triangulation of all data sources		20 Oct-15 Nov 2024
	Data analysis workshop in New York City		18-22 Nov 2024
	Presentation of preliminary findings to Steering Committee/ERG		Jan 2025
Analysis and reporting	Submission of first draft Evaluation Report	1st Draft of Evaluation Report (no conclusions and recommendations)	February 2025
	Consultations on draft report - Review and feedback on report from ERG and Steering Committee		February 2025
	Sense-making engagement – Co-creation of recommendations workshop with the Steering Committee/ERG	Presentation of draft conclusions and working recommendations (PowerPoint)	March 2025
	Submission of second draft Final Evaluation Report and audit trail of responses to comments	2nd Draft of Evaluation Report (and audit trail)	March 2025
	Consultations on 2 nd draft report - Review and feedback on report from ERG and Steering Committee		March 2025
	Submission of the final Evaluation Report, including all annexes, and audit trail of responses to comments and slide set	Final Evaluation Report, audit trail and slide set	April 2025

5.2 Team composition and distribution of tasks

The evaluation team consists of a core team of three senior and one junior (youth) consultants led by a seasoned Team Leader, Katie Tong. The Team Leader is joined by Melissa Pomeroy, who is intimately familiar with both UNFPA and the subject at hand as an equity social justice and rights expert. They are joined by Emma Pearce who has conducted numerous evaluations and technical assistance assignments for UNFPA with a focus on gender-based violence, social inclusion and the intersection with disabilities and Yemurai Nyoni, who recently participated in the UNFPA adolescent and youth evaluation. Giulia Mantovani (EHG staff) will support the team as the data analyst. For the country case studies, the core team will be supported as applicable by national consultants - to the extent possible these national consultants will be people representing left behind factors. The team will be supported throughout by EHG Senior Quality Assurance (QA) manager and Project Director, Maiken Mansfeld Jacobsen (see evaluation team organogram in Figure 8).

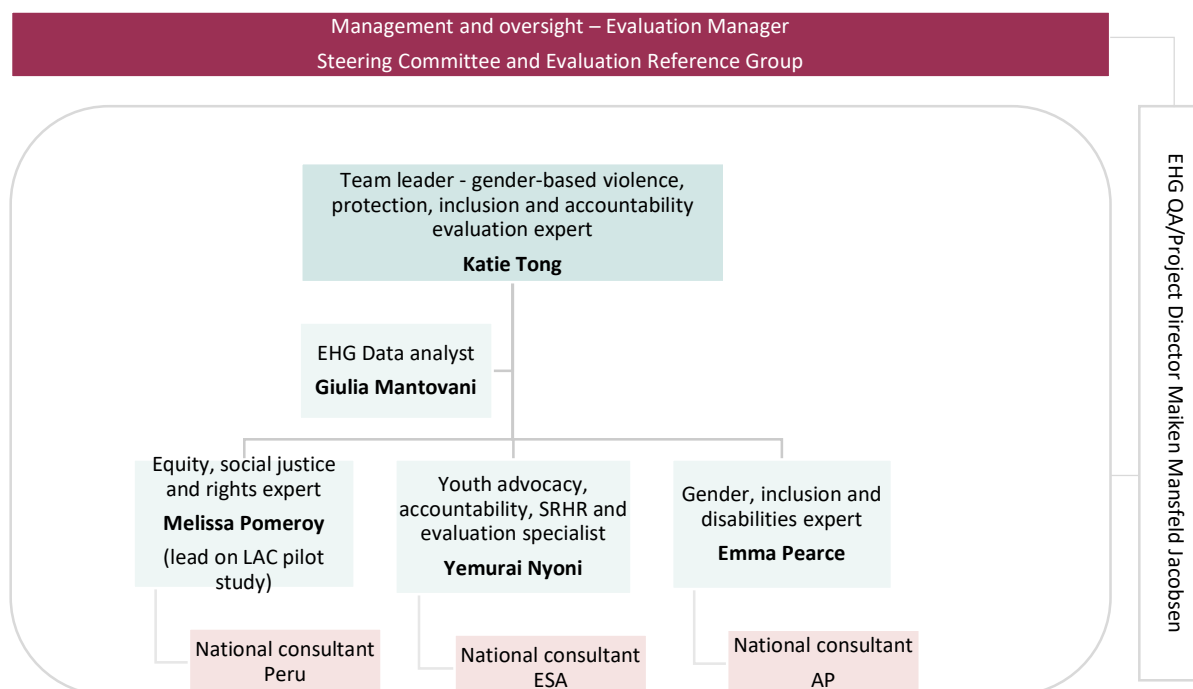
Figure 8. Evaluation team organogram

Table 9 below provides an overview of the roles and responsibilities of the evaluation team.

Table 9. Evaluation team - roles and responsibilities

Team member	Roles and responsibilities
CORE TEAM	
Katie Tong – Team Leader, gender-based violence, protection inclusion & accountability eval expert	<ul style="list-style-type: none"> Responsible for overall organization and management of the evaluation including setting up the team and conducting various workshops Acts as primary decision maker and responsible for overall quality of the work Leads sense making engagements Leads one thematic case study Leads development of inception, draft and final reports and related presentations; Responsible for all effective communication regarding evaluation design with the ERG (including presentation of all draft and final reports) Primary interface with UNFPA Evaluation Office and key UNFPA staff, the SC and the ERG Leads development of the overall evaluation matrix, ToC and analysis of contribution Conducts interviews with key stakeholders Undertakes document review Undertakes one country case study mission and related country briefing note development Leads analysis and recommendations workshop Prepares all PowerPoint presentations for presentation to the ERG
Melissa Pomeroy - Equity, social justice and rights expert	<ul style="list-style-type: none"> Assists in development of all evaluation deliverables and final evaluation methodology

(Lead on the LAC pilot case study)	<ul style="list-style-type: none"> Assists team leader with sense making engagements Undertakes pilot case study missions and develop the LAC case study report Leads one thematic case study Conducts interviews with key stakeholders Leads development of online survey questionnaire Undertakes document review Attends analysis workshop Provides other technical inputs as necessary
Yemurai Nyoni - Youth advocacy, accountability & eval specialist (LNOB youth)	<ul style="list-style-type: none"> Assists in development of all evaluation deliverables including final evaluation methodology Leads one country case study mission and related country briefing note development Conducts virtual interviews with stakeholders Undertakes document review Attends analysis workshop Provides other technical inputs as necessary
Emma Pearce - Gender, inclusion & disabilities expert	<ul style="list-style-type: none"> Assists in development of all evaluation deliverables including final evaluation methodology Undertakes one country case study mission and related country briefing note development Conducts virtual interviews with stakeholders Undertakes document review for the evaluation Attends analysis workshop Provides other technical inputs as necessary
EVALUATION TEAM DATA ANALYST RESEARCHER	
Giulia Mantovani - EHG data analyst / Project Coordinator (LNOB – youth)	<ul style="list-style-type: none"> Responsible for coding of documents and KIs Compiles and analyses country profiles (statistics for use in country case studies and for triangulation) Assists with interviews Leads initial online survey analysis Contributes to all deliverables according to project requirements Provides other technical inputs as necessary Supports the team in all research activities
NATIONAL RESEARCH ASSISTANTS	
National Research Assistants / Representatives of LNOB factors – TBD dependent upon the countries chosen for case studies	<ul style="list-style-type: none"> Undertake document review for the country level evaluation. Assist in organizing country visits in collaboration with core team member and UNFPA country offices (identification of relevant documentation and preliminary interviewees, stakeholder interviews and workshops, etc.). Assist with KIs and FGDs in the country. Assist in the initial analysis of context data for the country and drafting of the initial findings for Country Notes.
QUALITY ASSURANCE	
Maiken Mansfeld Jacobsen - EHG QA manager/ Project Director	<ul style="list-style-type: none"> Support the Team Leader and UNFPA Evaluation manager with evaluation management and overall coordination Ensure quality of all deliverables and presentations by reviewing all deliverables before submission to UNFPA Ensure adherence to the EHG Business Integrity System.

5.3 Updated workplan

Activities of the evaluation team							Core Team				Researchers/QA		
	May-June 2024	July - Aug 2024	Sep - Oct 2024	Nov - Dec 2024	Jan - Feb 2025	Mar - Apr 2025	GBV, protection inclusion & accountability eval expert	Equity, social justice and rights expert	Youth advocacy, accountability, SRHR & eval specialist	Gender, inclusion & disabilities expert	National consultants x 4 (field)	EHG data analyst / Project Coordinator	QA manager/ Project Director
1 Inception phase							21.0	29.0	9.5	10.5	15.0	9.0	7.5
a Undertake rapid desk review of documents and data							2.0	2.0	2.0	2.0		2.0	2.0
b Sense making engagement 1 -initial kick-off workshop with SC/ERG to discuss overall evaluation							1.0	1.0	1.0	1.0			1.0
c Stakeholder mapping to facilitate and illustrate different groups of stakeholders							2.0	1.0					
e Document review of relevant documents from UNFPA global, regional and country offices							4.0	4.0	2.0	2.0		5.0	
f Analysis and construction of the intervention logic-theory of change to lead planned activities							1.0	1.0		1.0		1.0	3.0
g Develop evaluation methodology (sampling, data collection, analysis and EQs)							3.0	2.0	2.0	2.0		1.0	1.0
Develop list of evaluation questions and assumptions addressing main topics including benchmarking questions													
Define the respective indicators and sources of information in light of evaluation questions and assumptions													
Develop data collection and analysis strategy complete with guidelines and protocols for KII and FGDs													
Define protocol for field-based and desk case studies, including case study questions, theoretical propositions, and units of analysis and data / data collection strategies													
h Conduct pilot case study in LAC (background reading, regional office and country visit, logistics for national consultant)								15.0			15.0		
i Develop draft inception report							5.0	2.0	2.0	2.0			
j Present inception report to ERG (virtual)							1.0	0.5					
k Develop and submit final inception report							2.0	0.5	0.5	0.5			0.5

Final Inception Report - Formative evaluation of UNFPA support to the Principles of LNOB and RFB

Activities of the evaluation team	May-June 2024	July - Aug 2024	Sep - Oct 2024	Nov - Dec 2024	Jan - Feb 2025	Mar - Apr 2025	Katie Tong - TL	Melissa Pomeroy	Yemurai Nyoni	Emma Pearce	National consultants x4	Giulia Mantovani	Maiken Mansfeld Jacobsen
2 Data collection phase							28.5	23.0	21.5	20.5	40.0	36.0	1.0
a Refine data collection tools based on LAC country case study experience							0.5	0.5					
Develop draft and final LAC case study report							0.5	5.0			2.0		0.5
b Analyse relevant documents and KII transcripts using a qualitative tool - coding							2.0	2.0	2.0	2.0		15.0	0.5
c Conduct KIIs at global and regional level (virtual)							4.0	4.0	3.0	3.0		10.0	
Online UNFPA staff survey													
d Develop online survey questionnaire							0.5	1.5				2.0	
e Launch of online survey in online tool and send follow up reminders												3.0	
f Compile and analyse results of online survey								1.0	1.0			2.0	
Thematic case studies (2)- desk based - LNOB in humanitarian contexts, LNOB in middle-income contexts													
g Analyse existing and available regional secondary data							3.0	3.0					
h Interviews at regional level							2.0	2.0					
i Two regional case study notes (presented as appendices to the evaluation report)							4.0	4.0				4.0	
Country case studies (3)- in country missions; (proposed in Bangladesh, Turkey, and Ethiopia)													
j Document review							1.0		2.0	2.0	2.0		
k Training workshop with local experts							0.0		0.5	0.5	3.0		
l Organisation of interviews/logistics											3.0		
m KII and FGDs and observations - in country							5.0		6.0	6.0	18.0		
n Elaborate and present preliminary findings to key stakeholders in country; exit meeting							1.0		1.0	1.0	3.0		
o Map causal path ways for ToC/Results Framework							1.0		1.0	1.0			
p Elaborate three country case study notes							4.0		5.0	5.0	9.0		
3 Analysis and reporting phase							34.5	14.5	12.0	12.0	0.0	5.0	4.5
a Data analysis quant and qual incl.- Test/revise ToC – identify themes though content analysis							4.0	4.0	2.0	2.0			
b 5-day team analysis workshop in New York							5.0	5.0	5.0	5.0		1.0	2.0
c Sense making engagement 2- Presentation of preliminary findings to the SC and ERG							0.5	0.5	0.5	0.5		0.5	
d Develop first draft final report							14.0	2.0	2.0	2.0		2.0	
e First draft evaluation report submission													
f Review and feedback on report from ERG and SC													
g Sense-making engagement 3 - Co-creation of recommendations workshop with SC/ERG							1.0	1.0	0.5	0.5		0.5	
h Prepare second draft final report with recommendations and audit trail of response to comments							5.0	1.0	1.0	1.0			1.0
i Second draft evaluation report submission													
j Consultations - Review and feedback on report from ERG and SC													
k Prepare and submit final evaluation report including all annexes, audit trail and responses to comments							5.0	1.0	1.0	1.0			1.0
l Prepare detailed PowerPoint on the final report												1.0	0.5
Client liaison and evaluation management							16.0	4.5	4.5	4.5	0.0	16.0	1.5
Client liaison							8.0					8.0	1.0

5.4 Quality assurance of evaluation deliverables

The EHG Quality Assurance and Business Integrity Management Systems are based on a well-defined structure and comply with standard requirements of DS/EN/ISO 9001:2015. QA against all evaluation deliverables will be conducted internally by the EHG QA manager, Maiken Mansfeld Jacobsen. Maiken will ensure the quality of all deliverables are in line with EHG's certified internal quality assurance management system, the UNFPA Evaluation Quality Assurance and Assessment system⁸⁰ – January 2024 updated version- and the UNEG norms. We will apply eight quality criteria based on the 2024 updated UNFPA QA grid for the evaluation and the related quality benchmarks to demonstrate the independence, impartiality, credibility and utility of the evaluation. See Table 10 below.

Table 10. Quality criteria of reports and the respective benchmarks

Criteria	Our understanding	Quality benchmarks
Criterion 1: Structure and clarity of reporting – meeting the clients' needs; and Executive Summary – overview of the evaluation written as a standalone section	<p>The evaluation reports adequately address information needs of the client, answering all questions from the ToR and inception report in a way that reflects their stated level of priority with full consideration of data availability and analysis. As far as possible, it satisfies incidental information needs that have arisen during the evaluation process.</p>	<p>Reports are:</p> <ul style="list-style-type: none"> • Easy to read and understand • Free from grammar and spelling errors • Reasonable length • Logically structured and numbered (distinction between findings, conclusions, recommendations and lessons learned) • Frequent use of visual aids • Complete set of annexes (ToR, bibliography, list of interviewees, evaluation matrix, methodological tools, interview guides, case study notes etc.)
	<p>The reports and country case study notes are interesting for and accessible to the intended readers.</p>	<p>The Executive Summary of the final evaluation report is:</p> <ul style="list-style-type: none"> • Written as a stand-alone section with main results (5-7 pages) • Clearly structured: purpose, objectives, methodology, main conclusions, recommendations • Includes all necessary components of the evaluation • Includes all significant information in a concise yet clear manner
	<p>The evaluation final report describes country-level experiences and processes to effectively address women and young persons with disabilities programming and support, with a synthesis of findings across the countries, and lessons learned with concrete and actionable recommendations.</p> <p>A short executive summary reflects the key findings,</p>	

⁸⁰ UNFPA. Guidance on evaluation quality assurance and assessment. 2024.

	conclusions and recommendations in an impartial way.	
Criterion 2: evaluand and context related issues are sufficiently described	The background section includes a clear and relevant description of the evaluand/object of the evaluation, the context (including reference to SDGs, ICPD) and key stakeholders	The report: <ul style="list-style-type: none"> • Has a clear description of the evaluand/object of the evaluation • Includes a clear and sufficient description of context • Key stakeholders have been identified and analysed
Criterion 3: Defendable design and methodology	<p>The selected evaluation questions and evaluation criteria are appropriate for the purpose of the evaluation</p> <p>The evaluation methodology is clearly described, and it is appropriate and adequate to answer the evaluation questions.</p> <p>Methodological limitations are explicitly stated.</p>	To ensure relevance: <ul style="list-style-type: none"> • The report describes the purpose, scope and objectives and are in line with the ToR, if deviance from ToR this is adequately justified • The report describes the target audience • The reconstruction of the ToC is described • Evaluation questions are appropriate for meeting the purpose and objectives for the evaluation • Innovative evaluation practices are incorporated as applicable and described To ensure a rigorous design and methodology: <ul style="list-style-type: none"> • Clear description of the evaluation framework including a detailed matrix • Well-articulated ToC • Tools and their choices are described • Data sources are relevant and clearly described • Analysis methods are relevant and clearly described, including if AI is used • Sampling strategy is clearly described • Methodology allows for rigorous testing of the ToC and disaggregated data collection/analysis • Design allows for analyzing cross-cutting issues • Ethical considerations are guided by UNEG standards and clearly described
Criterion 4: Reliability of data	Primary and secondary data are sufficiently reliable with respect to their use. This criterion does not assess the quality of pre-existing information but how the evaluation team has managed	<ul style="list-style-type: none"> • Data is triangulated with multiple data sources • Reliable and credible quant/qual data sources used • assess and use the evaluands/intervention's Results Based Management elements (monitoring and evaluation tools, reporting tools, etc) • Data limitations and other limitations are

	to retrieve and/or produce information.	explicitly described and mitigated to the extent possible <ul style="list-style-type: none"> • Evidence of sensitivity to issues of discrimination
Criterion 5: Findings and analysis	The reports and notes provide stakeholders with a substantial amount of knowledge (findings). Findings follow logically from evidence and analysis. Information is appropriately and systematically analyzed or interpreted. Underlying assumptions are made explicit. Critical exogenous factors are identified and taken into account.	<ul style="list-style-type: none"> • Findings are substantiated by evidence • Basis for interpretations carefully described • Analysis against the evaluation questions and explicit use/testing of the ToC and analysis of the logical chain • Transparency around sources and quality of data • Analysis shows different outcomes for different target groups, as relevant • Analysis presented against contextual factors • Analysis elaborates on cross-cutting issues such as equity, vulnerability, gender equality and human rights
Criterion 6: Validity of conclusions	The report provides valid and unbiased conclusions which are derived based on analysis and directly relate to key findings.	<ul style="list-style-type: none"> • Clearly presented and unbiased conclusions • Flow clearly from the findings and add deeper insight and analysis beyond the findings • Provide a thorough understating of lessons learned (if request in the ToR) • Convey unbiased judgment
Criterion 7: Usefulness and clarity of recommendations	Recommendations derive from findings/conclusions. They are co-created with the evaluation audience, timebound, detailed enough and feasible to implement	<ul style="list-style-type: none"> • Flow logically from findings and conclusions • Clearly written, targeted at the intended users and action-oriented (with information on deadlines and responsible actors) • Process of deriving at recommendations is clearly described and includes key stakeholders • Appear balanced and impartial • Recommendations are prioritized based on their importance and clearly presented to facilitate appropriate management response
Criterion 8: Cross cutting issues and UN SWAP addressed sufficiently	The design and analysis consider human rights-based approach, disability inclusion, LNOB principles, and the integration of Gender Equality and Empowerment of Women	<ul style="list-style-type: none"> • Capture the voices/perspectives of a wide range of stakeholders including right holders, marginalized and vulnerable persons • Evaluation questions address cross cutting issues (human rights, gender, disability, LNOB) • Data disaggregation is provided as applicable • Intersectional lens is applied in data analysis, looking at various and multiple forms of exclusion and discrimination • Findings, conclusions and recommendations, address cross-cutting issues such as equality

- and vulnerability, disability inclusion, LNOB, social and environmental as relevant.
- Inclusion of young people in the evaluation team or reference group if requested in ToR
- Gender Equality and Empowerment of Women considerations are woven throughout the scope, evaluation questions, data collection, analysis and development of findings, conclusions and recommendations
- Gender-responsive methodology, methods and tools, and data analysis techniques are selected.
- Findings, conclusions and recommendations reflect a gender analysis.

The eight criteria will be applied to evaluation reports as depicted in Table 11 below.

Table 11. Importance of quality criteria in assessing core outputs of evaluation.

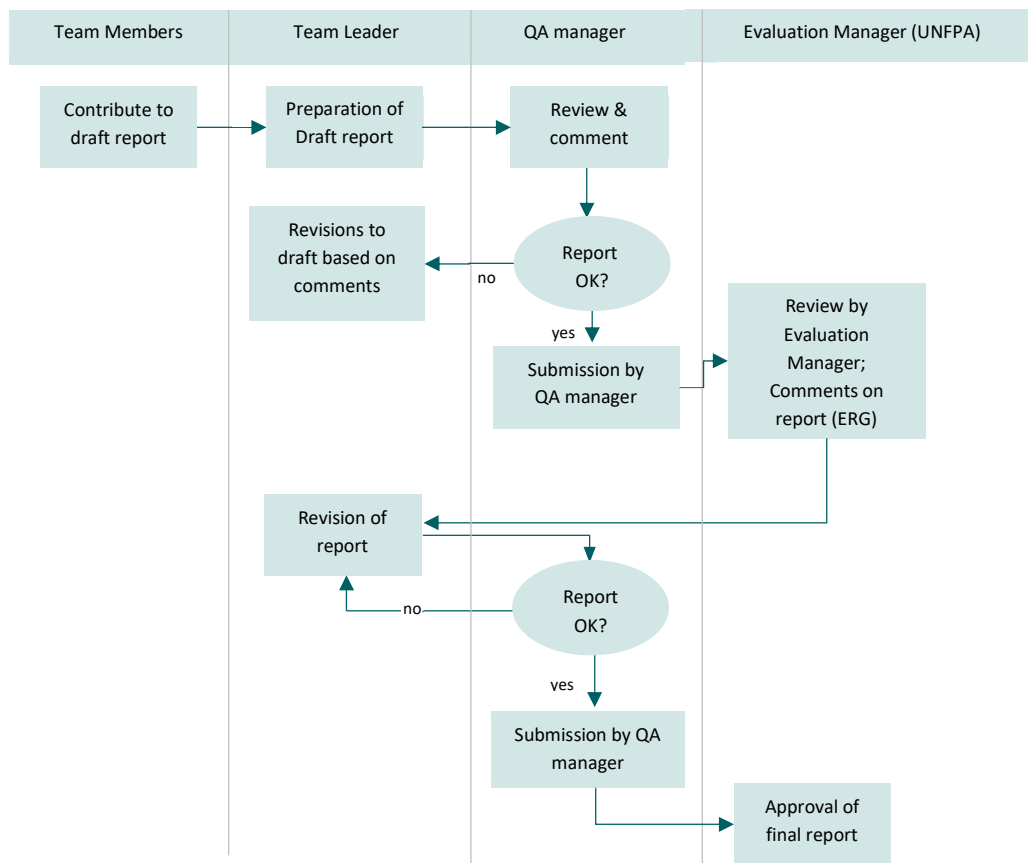
	Draft and Final IR	Draft and Final Country Case Study Notes	Draft and Final Evaluation Report
1: Structure and clarity of reporting	●	●	●
2: Evaluand and context	●	●	●
3: Design and methodology	●	●	●
4: Reliability of data	●	●	●
5: Analysis and findings		●	●
6: Conclusions		●	●
7: Recommendations		●	●
8: Crosscutting issues	●	●	●

Each quality assessment is conducted as follows:

- The team leader, working with the team, finalizes a first version of the document
- The EHG QA Manager reads the report carefully; inserts major and minor comments in the assessed document and rates the relevant quality criteria
- The team leader (referring, if necessary, to team members) responds to all major comments from the quality manager and produces the next version of the document
- The QA manager immediately checks whether comments have been properly integrated, then updates the rating of quality criteria and edits in order to highlight the main points which have been addressed through the quality assessment process
- The QA manager submits for review by the UNFPA Evaluation Manager

Figure 9 illustrates this procedure in a graphical way (simplified).

Figure 9. Workflow for quality assurance for the final report



About Euro Health Group

Euro Health Group is a global consultancy company owned and governed by the not-for-profit Euro Health Foundation. We are based in Copenhagen, Denmark with an Eastern European and Central Asia regional office. We have worked since 1990 to improve global health through the provision of technical assistance and consultancy services in more than 100 low- and lower- middle income countries.

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Annex 10 Terms of Reference



SECTION II: TERMS OF REFERENCE (TOR)

FORMATIVE EVALUATION OF UNFPA SUPPORT TO THE INTEGRATION OF THE PRINCIPLES OF ‘LEAVE NO ONE BEHIND’ AND ‘REACHING THE FURTHEST BEHIND’

DRAFT Terms of Reference

1. Introduction

The Evaluation Office will conduct an independent formative evaluation of the United Nations Population Fund (UNFPA) support to the integration of the principles of ‘Leave No One Behind’ and ‘Reaching the Furthest Behind’. The formative nature of the evaluation will allow for real-time feedback and learning where the preliminary findings as well as the evaluation process can be used to inform decision-making as well as improve the implementation of current UNFPA interventions.

This evaluation will be co-managed by the Evaluation Office and a steering committee of key stakeholders representing a diversity of UNFPA identified ‘Furthest Behind’ factors⁴. This decision follows a positive experience of engaging young people in the formative evaluation of UNFPA support to adolescents and youth. In this exercise, young people were engaged in various roles throughout the evaluation, including as co-managers, and decision-makers, as members of a Youth Steering Committee. Building on the lessons learned from this experience of youth engagement in evaluation, the creation of a Steering Committee in this evaluation, comprised of stakeholders that represent those often left behind or furthest behind, will aim to rebalance the power dynamics often seen in development interventions, and ensure the genuine participation of and benefit to rights-holders of UNFPA programmes, in all their diversity.

An independent external, multidisciplinary team of evaluation and thematic experts, including young people, will conduct the evaluation. Ideally, the evaluation team will include evaluators who represent those often left behind (e.g. indigenous evaluators, refugees and migrant evaluators or evaluators with disabilities), or at the very least, evaluators with proven experience in evaluating interventions that support communities that are left behind.

These Terms of Reference (ToR) were prepared by the evaluation managers based on a document review and initial consultations with stakeholders. They will be finalized based on further comments and discussion with the Steering Committee (SC) and the Evaluation Reference Group (ERG). The evaluation team shall conduct the evaluation in conformity with the final terms of reference and under overall guidance from the UNFPA Independent Evaluation Office, Steering Committee, and the Evaluation Reference Group.

⁴ Operational Plan for Leaving No One Behind and Reaching the Furthest Behind: UNFPA Strategic Plan 2022-2025 (2021)

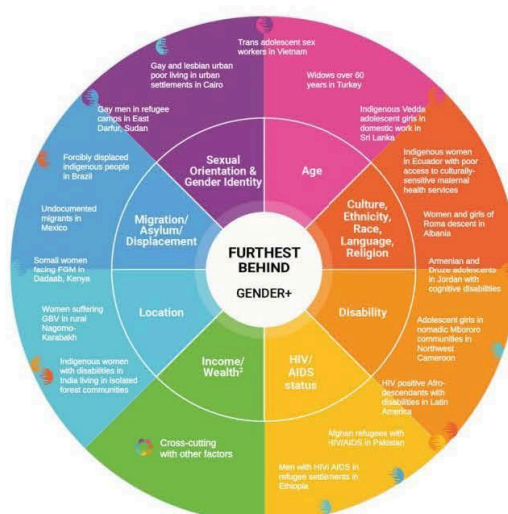


2. Definitions

The following are key definitions that will be used for this evaluation taken from the UNFPA Operational Plan for Leaving No One Behind and Reaching the Furthest Behind: UNFPA Strategic Plan 2022-2025 (2021) and UNFPA Gender and Equality Strategy, 2018-2021 (2019), respectively.

- **‘Leave No One Behind’ (LNOB)** includes all groups excluded from progress, including those impacted due to their gender alone.
- **LNOB groups** are those ‘who get left behind when they lack choices and opportunities to participate in and benefit from development progress.’
- **Gender+ (plus)** refers to the overlapping, intersecting factors in addition to gender that harm, exclude and disadvantage groups leaving them furthest behind.
- **Reaching the Furthest Behind (RFB)** is focused on situations where gender and other exclusionary factor(s) work together to create the disadvantage.
- **RFB factors** are characteristics that drive discrimination and inequality, and may intersect with various other drivers of exclusion in the same person or group. As outlined in UNFPA Strategic Plan 2022-2025, the following are core FB factors and characteristics often associated with discrimination and exclusion: Age; Culture/ Ethnicity/ Race/ Language/ Religion; Disability; HIV/AIDS status; Migration/ asylum/ displacement; Sexual orientation/ gender identity; Income/ wealth (Figure1).

Figure 1: The eight global core furthest-behind factors and examples of furthest-behind groups



- **Gender equality** means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally and that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Equality between women and men is seen as both a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.



- **Gender mainstreaming** is the process of assessing the implications for women and men of any planned action, and a strategy for making women’s as well as men’s concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally.
- **Women’s empowerment** implies women taking control of their lives and is both a process and an outcome. UNFPA defines women’s empowerment through five components: women’s sense of dignity; their right to have and determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order.

3. Rationale

This evaluation is the first UNFPA evaluation with a specific focus on UNFPA support to the integration of the principles of ‘Leave No One Behind’ and ‘Reaching the Furthest Behind’. In 2019, a mid-term review of the UNFPA Strategic Plan 2018-2021 was conducted and it was found that outputs focusing on furthest-behind populations were limited in terms of progress. These findings led UNFPA to conduct an assessment in 2020 to better understand how the principle of LNOB is being implemented and how it can be improved. The assessment noted there was a limited evidence base on LNOB implementation, and there were no systematized efforts for documenting, evaluating and sharing good practices on how to reach left-behind groups. Informed by this assessment, an Operational Plan for Leaving No One Behind and Reaching the Furthest Behind for the UNFPA Strategic Plan 2022-2025 was developed. The Operational Plan included key action points for the Organization, including a specific action point to conduct an evaluation on the implementation of LNOB at UNFPA.

This evaluation is of strategic importance to UNFPA given that the principles of leaving no one behind and reaching the furthest behind are central to the achievement of the transformative goals of UNFPA. In the current UNFPA Strategic Plan 2022-2025, there is a clear commitment to “leave no one behind” and an emphasis on “reaching the furthest behind first” to advance progress. The Strategic Plan further identifies “leaving no one behind” and “reaching the furthest behind first” as one of its six accelerators to fast track progress towards the three transformative goals.

In this view, this evaluation comes at a key moment to surface learning as well as provide real-time course correction to the current implementation of the UNFPA 2022-2025 Strategic Plan. The learnings from the evaluation will also serve to inform the forthcoming UNFPA Strategic Plan 2026-2028.

4. Context

Background

In 2015, the principle of “leave no one behind” (LNOB) was adopted by all United Nations Member States as the “central transformative promise of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs)”.⁵ In the framework of Agenda 2030, the principle of LNOB is enshrined as a political commitment as well as a call to action to ensure that the benefits of sustainable development are shared by all, regardless of their income, gender, age, disability, race, ethnicity, origin, religion, or other status; endeavoring to reach the furthest behind first. To this end, the Sustainable Development Goals were designed to ensure that everyone has the opportunity to live a prosperous and fulfilling life, while protecting the planet.

⁵ Transforming our world: the 2030 Agenda for Sustainable Development, 2015. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>



The UN approach to leaving no one behind is set out in the Shared Framework on Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development endorsed by the Chief Executives Board in November 2016. This includes a shared framework for action to ensure the UN System puts the imperative to combat inequalities and discrimination at the forefront of United Nations efforts to support implementation of the 2030 Agenda for Sustainable Development.

LNOB was elevated to one of the six Guiding Principles of the United Nations Sustainable Development Cooperation Framework (UNSDCF) in 2019.⁶ The Companion Piece on the Guiding Principles provides guidance to United Nations Country Teams (UNCTs) on the application of the LNOB in the context of the Cooperation Framework. Further, a UNSDG Operational Guide for UNCTs on Leaving No One Behind⁷ was developed to provide comprehensive guidance and share good practices in the operationalization of LNOB at the country level.

The principle of LNOB has also been adopted and translated in numerous international development frameworks and global commitments relevant to the mandates of UNFPA. In 2019, the Global Action Plan for Healthy Lives and Well-being for All, of which UNFPA is a party, called on all to fulfill the 2030 Agenda pledge to leave no one behind and the aspiration to reach the furthest behind first.⁸ Moreover, the Nairobi Statement on the International Conference on Population and Development⁹ underscored the need to address barriers such as inequalities and discrimination in development and humanitarian setting in an effort to accelerate the Programme of Action.

UNFPA integration of LNOB

In commitment to the realization of the ICPD Programme of Action and the 2030 Sustainable Development Agenda, UNFPA has adopted a human rights-based approach for all of its programmes and operations, to ensure that everyone has the right to access the resources and services they need to live a healthy and fulfilling life. This approach is essential for leaving no one behind.

This has translated to the integration of the principle of LNOB in several of UNFPA key strategic documents and guidance, including:

- **UNFPA Strategic Plan (2014-2017)** states that “women, adolescents and youth are the key beneficiaries of UNFPA work” and that the organization will prioritize the most vulnerable and marginalized, particularly adolescent girls and also indigenous people, ethnic minorities, migrants, sex workers, persons living with HIV, and persons with disabilities.”¹⁰
- **UNFPA Strategic Plan (2018-2021)** takes a human rights-based approach by including both specific and mainstreamed activities on human rights. The principle of LNOB is embedded throughout its integrated results and resources framework and specifically addressed through targeted outcomes and indicators. Notably, the adoption of the three transformative results under the 2018-2021 Strategic Plan – ending preventable maternal deaths; ending the unmet need for family planning; and ending gender-based violence and all harmful practices, including female genital mutilation and child, early and forced marriage – lend even greater visibility to the sexual and reproductive health and reproductive rights and gender equality rights of women and girls.

⁶ United Nations Sustainable Development Cooperation Framework: <https://unsdg.un.org/resources/united-nations-sustainable-development-cooperation-framework-guidance>

⁷ UNSDG Operational Guide for UNCTs on Leaving No One Behind: <https://unsdg.un.org/resources/leaving-no-one-behind-unsdg-operational-guide-un-country-teams>

⁸ WHO, Stronger Collaboration, Better Health Global Action Plan for Healthy Lives and Well-being for All, 2019.

⁹ Nairobi Statement on ICPD25: Accelerating the Promise <https://www.nairobisummiticpd.org/content/icpd25-commitments>

¹⁰ The UNFPA Strategic Plan, 2014-2017.



- **Guidance Note for Applying a Human Rights-Based Approach to Programming in UNFPA**¹¹ integrates the principle of LNOB under the component of equality and non-discrimination.
- **UNFPA Strategic Plan 2022-2025** places particular emphasis to reach the poorest, most vulnerable and those left furthest behind. It is articulated in the vision of the Strategic Plan, as a stand-alone accelerator, and is embedded and mainstreamed through the integrated results and resources framework, including indicators that are disaggregated by various factors.

UNFPA has also made efforts to assess its own integration and adaptation of the LNOB principle into its work to fulfill the commitments it has made.

The **Midterm Review of the Strategic Plan (2018-2021)**¹² noted the outputs related to the furthest behind populations demonstrated limited performance. The review found that these challenges were primarily due to lack of data and information on the “furthest behind”; lack of financial resources and capacity to reach these populations; and reluctance in recognizing certain marginalized and/or excluded groups. Following this review, UNFPA initiated several efforts to accelerate and strengthen action on LNOB, including establishing a reference group of technical experts and programme personnel, engaging further with country-level staff, and undertaking an assessment of UNFPA Performance in Addressing the Principle of LNOB as part of the UNFPA Strategic Plan 2018-2021.

The **2020 UNFPA LNOB Assessment** identified a number of organizational factors that enabled and inhibited the full implementation of LNOB in UNFPA. The three main factors enable UNFPA to take forward the LNOB commitment: UNFPA leadership prioritizes left-behind groups, COs have acquired skills that enable them to effectively engage with and support marginalized groups, and availability of funding. There were several inhibiting factors including lack of funding or difficulty to raise funds for LNOB, lack of disaggregated and quality data, unfavorable political and legal context as well as unfavorable sociocultural context. It also noted challenges related to people and the organization such as a need for a shift in mindset, insufficient staffing, a vertical way of working that creates bottlenecks in sharing of information, “guidance fatigue” and lack of clarity regarding which groups to focus on.

Accompanying the Strategic Plan 2022-2025, is the **UNFPA Operational Plan on Leaving No One Behind (LNOB) and Reaching the Furthest Behind (RFB)**. The Operational Plan provides UNFPA with a road map to translate into action the ambition to reach the furthest behind as a central tenet of the new Strategic Plan 2022-2025. It shifts the focus from leaving no one behind, to reaching the furthest behind, to better address the drivers of discrimination and inequality, which may intersect with other drivers of exclusion in the same person or group. While the Operational Plan does provide guidance on LNOB for staff at the country level, this guidance is under development.

Finally, UNFPA developed the Latin America and the Caribbean Regional Strategy: Leave No One Behind (LNOB) Accelerate the Promise in 2019. The regional strategy is focused on three fundamental pillars (Visibility, Inclusion and Participation) and aimed at ensuring that the work priorities of the region take into account the most excluded population groups, particularly afro descendants, indigenous communities, and people with disabilities. The regional strategy also acknowledges the multiple forms of discrimination that women and young people face and that require collective strategies in order to be more effective and transform the conditions of inequality in the region.

5. Purpose, Objectives, and Scope

¹¹ <https://www.unfpa.org/featured-publication/guidance-note-applying-HRBA-programming-unfpa>

¹² UNFPA. (2020). Integrated Midterm Review and Progress Report on Implementation of the UNFPA Strategic Plan, 2018-2021. Report of the Executive Director.



The purpose of the evaluation is to provide evaluative evidence and learning that is intended to enhance UNFPA support to implement the principle of LNOB. It will provide its Executive Board, UNFPA senior management and other key stakeholders a broad assessment as well as recommendations for improvement on UNFPA support to the implementation of LNOB.

The exercise also aims to contribute, more broadly, on advancing the meaningful engagement, participation and advocacy of persons who represent UNFPA identified FB factors¹³, including in this evaluation process.

The objectives of the evaluation are to:

- Assess UNFPA conceptualization, integration, and implementation of the principle of LNOB across all areas and all levels of its work;
- Facilitate learning, capture good practices and generate knowledge from UNFPA experience on what is working and not working, why and under what circumstances, in UNFPA efforts to integrate and implement LNOB;
- Provide actionable inputs for the implementation of the current UNFPA Strategic Plan 2022-2025, inform the upcoming Latin America and Caribbean Regional Programme, UNFPA Strategic Plan 2026-2028, as well as improve UNFPA contributions to the 2030 Agenda;
- Integrate practical and innovative ways to engage persons who represent UNFPA identified FB factors in various roles throughout the evaluation.

The evaluation will assess UNFPA approach and its institutional capacity to implement the principle of LNOB. It will cover its efforts at implementation in all areas of its work at the global, regional and country level. It will cover the period from 2018 to 2024, assessing UNFPA performance over the strategic plan periods of 2018-2021 and 2022-2025.

6. Evaluation Approach

The exercise will be formative in nature and will serve to provide real time inputs to improve current implementation and inform future decision-making and programming.

Transformative Paradigm

Underpinning the evaluation will be a philosophical framework derived from Merten’s Transformative Paradigm¹⁴. It is a way to ensure the evaluation is used to empower marginalized communities and to challenge oppressive systems. In short, it is a framework that seeks to promote social justice and social change. The following table is adapted from this framework to the need of the evaluation.

<i>Table 1: The Transformative Paradigm</i>		
Philosophy	Considerations	Application to evaluation
Axiology: about ethics	Ethical considerations include respect for cultural norms of interaction; beneficence involves the promotion of human rights and increased social justice.	The evaluation should challenge traditional definitions of ethical principles – e.g. respect, justice- on the basis that they fail to be responsive to ethical issues that arise in cultural contexts with differential power structures.

¹³ Operational Plan for Leaving No One Behind and Reaching the Furthest Behind: UNFPA Strategic Plan 2022-2025 (2021)

¹⁴ Mertens, D. M. 2009. Transformative Research and Evaluation. New York: Guilford Press.



Ontology: about the nature of reality	Ontological considerations reject cultural nature of reality relativism and recognize the influence of privilege in sensing what is real and the consequences of accepting perceived versions of reality. They recognize multiple realities shaped by social, political, cultural, economic, ethnic, gender, and disability values	The evaluation should change the focus from cultural relativism and acknowledges that perceptions of what is real are influenced by the societal power structure that privileges certain versions of reality over others.
Epistemology: about the nature of knowledge and the consequent relationship between the researcher and the participant who hold the knowledge	Epistemological considerations constitute the nature of knowledge and an interactive link between researcher and consequent relationship between participants; knowledge is socially and the researcher and the participants, historically situated; power and privilege who hold the knowledge are explicitly addressed; development of a trusting relationship is critical.	The evaluation should question the relationship between the evaluator and the participants whose experiences the evaluator is studying. There should be close collaboration between evaluator and community members, whether the latter are participants or co-evaluators. The evaluation’s purpose, design, implementation, and utilization are developed and implemented with appropriate cultural sensitivity and awareness.
Methodology: about the appropriate methods of systematic inquiry	Methodological considerations recognize appropriate methods of systematic that the inclusion of qualitative (dialogic) inquiry validity is critical; quantitative and mixed methods can be used; contextual and historic factors are acknowledged, especially as they relate to oppression	The evaluation should ensure its methodology is made with a conscious awareness of contextual and historical factors, especially as they relate to discrimination and oppression.

Utilization-focused approach

The exercise will also be utilization-focused with a strong focus on learning to enhance the usefulness of the findings to improve programming. To this end, the exercise will intend to capture practical lessons learned and good practices as well as spotlight opportunities and challenges to UNFPA efforts in the implementation of LNOB at global, regional and national level.

Mixed methods approach

Secondly, the evaluation will employ a mixed methods approach, drawing on quantitative and qualitative, and participatory methods for data collection and analysis. The formative evaluation will include case studies at global, regional and country levels. Methods for data collection may include a comprehensive documentary review, interviews with key informants, focus groups, online group consultations, surveys, as well as other methods that leverage social media to collect data. The evaluation approach and methodology will be further refined during the inception phase of the exercise.

Inclusive and participatory approach

The evaluation will be based on an inclusive and participatory approach, involving a broad range of partners and stakeholders at regional, national and sub-national levels. This approach will center on a strong commitment to principles of leaving no one behind, social inclusion, gender equality, voice and empowerment. The evaluation will seek to enhance the inclusion, representation, and participation of



those furthest behind throughout the evaluation process to the maximum extent possible. In doing so, the evaluation aims to better capture the values and experience of these persons as right holders. One way the evaluation seeks to achieve this is through the creation of a Steering Committee which will be composed of a diverse group of members who embody various furthest behind factors. It is intended that the Steering Committee will be engaged throughout the evaluation process to promote the co-ownership, co-creation, and the meaningful participation of the rights-holders in all diversity, with the aim to ensure that those who are involved or impacted benefit from the exercise. Moreover, the evaluation will, to the extent possible, seek to ensure inclusive and accessible communication practices for all phases of the evaluation, including internal communication within the evaluation process and all related external outreach, particularly around the release of the evaluation results. This will serve to promote the inclusion and participation of all stakeholders of this evaluation, in all their diversity.

These complementary approaches described above will be used to ensure that the evaluation: (i) responds to the information needs of users and the intended use of the evaluation results; (ii) upholds human rights and principles throughout the evaluation process, including through participation and consultation of key stakeholders (rights holders and duty bearers); and (iii) provides credible information about the benefits for duty bearers and rights-holders (women, adolescents and youth) of UNFPA support through triangulation of collected data.

Evaluation Criteria

The evaluation will consider OECD DAC evaluation criteria to frame the evaluation.¹⁵



Source: The OECD DAC Network on Development Evaluation (Evalnet)

The evaluation team should reference the [Guidance on integrating the principles of leaving no one behind and reaching the furthest behind in UNFPA evaluations](#) for guidance and inspiration on the development of evaluation questions.

Areas of Investigation

¹⁵ <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>



The following are **indicative areas of investigation with preliminary evaluation questions** that will be further refined by the evaluation team who will finalize the specific evaluation questions that may address one or more of the criteria above.

Conceptualization of LNOB principle

- To what extent the conceptualization of the integration of LNOB principle is clearly articulated; is gender responsive, human-rights based; integrated/mainstreamed into all thematic areas?
- To what extent UNFPA strategies, approach, procedures and guidance relevant to implementation of LNOB are coherent across all levels of UNFPA work?
- To what extent UNFPA adopted a holistic approach across its priority thematic areas to adequately address the needs of vulnerable and marginalized populations, including those left furthest behind?

Operationalization/Implementation of LNOB principle

- To what extent the principle of LNOB (addressing factors of exclusion and discrimination, utilizing gender+ perspective/intersectional lens) is applied in the design and implementation of UNFPA interventions?
- To what extent UNFPA has been able to adapt and respond to the needs and priorities of those left furthest behind, in particular women and girls in all their diversity, at the regional and country levels?
- To what extent UNFPA programme monitoring and evaluation and reporting systems disaggregate data in order to be able to track progress across different groups at the country level?
- To what extent UNFPA leveraged strategic partnerships with regional, national, local and grassroots organizations (e.g., women’s rights /feminist activists, or youth-led groups, faith-based groups, etc.), to reach those left furthest behind while ensuring synergies and avoiding duplications of efforts?
- To what extent UNFPA contributed to strategically position LNOB and RFB principles in United Nations Country Teams (UNCT) coordination mechanisms?
- To what extent regional and HQ offices supported COs in addressing political dimensions and sensitivities related to efforts to leave no one behind?
- To what extent UNFPA incentivizes and ensures accountability for efforts by COs to LNOB and reach the furthest behind?

LNOB as an accelerator

- To what extent UNFPA interventions contribute to positive changes in the lives of vulnerable and marginalized populations, particularly those left furthest behind?
- To what extent UNFPA humanitarian interventions reached the most vulnerable and marginalized populations, including those left furthest behind?
- To what extent UNFPA interventions support the elimination of barriers to access (e.g., social, economic, legal, location, language, cultural)?
- To what extent UNFPA interventions supported an enabling environment that promotes the principles of LNOB and RFB in national policies, strategies and legislative frameworks?
- To what extent the implementation of LNOB principle has contributed to changing discriminatory practices, biases and gender norms to allow for sustainable change to happen?
- To what extent UNFPA have supported the generation, analysis and use of disaggregated data for advocacy and decision making, evidence-based public policy, and programming?

Institutional capacity of UNFPA to implement LNOB principle



- To what extent UNFPA is leveraging its capacity to implement LNOB in all aspects of its work?
- To what extent UNFPA adequately allocates its financial resources with a view to addressing the needs of the most vulnerable and marginalized groups?
- To what extent UNFPA has the capacity to monitor, collect and disaggregate its data/results to assess existing inequalities and ensure UNFPA reaches specific groups who are the furthest behind?

7. Evaluation methodology

Centering the principles of LNOB and gender equality and intersectionality at the core of its methodology, the evaluation will seek to include a diversity of insights and amplify the voices and perspectives of the person’s furthest behind, in particular women and girls in all their diversity.

The CPE will be conducted in accordance with the UNEG Norms and Standards for Evaluation,¹⁶ Ethical Guidelines for Evaluation,¹⁷ Code of Conduct for Evaluation in the UN System,¹⁸ and Guidance on Integrating Human Rights and Gender Equality in Evaluations.¹⁹

In the inception phase, the evaluation team will design and develop appropriate data collection and analysis methods and tools that will allow the evaluation team to respond to the evaluation questions. The methodological design will include: an analytical framework; a strategy for collecting and analyzing data; a series of specifically designed tools; and a detailed work plan. A fully developed methodology will be part of the inception report to be delivered in that phase.

Data collection

The evaluation should collect information on factors of exclusion and discrimination, as well as disaggregated data by priority FB factors (sexual orientation and gender identity; Age; Culture, ethnicity, race, language and religion; disability; HIV and AIDS status; migration, asylum and displacement; geographical location; income/wealth). To the extent possible, the exercise will also utilize inclusive and participatory methods of data collection such as outcome harvesting or most significant change to better understand what changed, for whom, when and where, and how LNOB integration contributed to the change.

Data collection methods to be used:

- **Document review** will include the examination of internal and external documentation.
 - Internal documentation will cover all available documents related to the implementation of the principles of LNOB/RFB at UNFPA i.e., planning documents, progress/ annual reports/ assessments at all levels of the organization.
 - External documentation relevant to the implementation of the principles of LNOB/RFB.
 - Existing UNFPA datasets may include Quantum data, Global Programming System (GPS) database, Evaluation Database, management response tracking system and data on portfolio review analysis.
- **Key informant interviews** will be a main tool for primary data collection. The interviews will be conducted either remotely or face-to face, if feasible. The results of interviews will be

¹⁶ <http://www.unevaluation.org/document/detail/1914>.

¹⁷ <http://www.unevaluation.org/document/detail/102>.

¹⁸ <http://www.unevaluation.org/document/detail/100>.

¹⁹ <http://www.unevaluation.org/document/detail/980>.



registered in interview logbooks. Semi-structured interviews will follow differentiated protocols tailored to the type of stakeholder.

- **Focus groups** are structured group interviews with 6 to 12 people. The focus groups will be used to collect data as well as to discuss emerging hypotheses and validate emerging findings during the data collection process. These will be conducted either remotely or face-to face, if feasible.
- **Online survey** will target UNFPA staff relevant to the implementation of the principles of LNOB/RFB.
- **In-depth case studies** will be conducted to gain deeper insight to the implementation of the principles of LNOB/RFB. The case studies serve to provide a more thorough understanding of UNFPA support in these areas at the country and regional levels. The case studies may be conducted:
 - **In-person:** A member of the core evaluation team will undertake a field visit to conduct interviews and site visits supported by a national expert.
 - **Remote:** A member of the core evaluation team will work remotely in close coordination with a national expert who will conduct interviews and perform site visits in-person.
- **Pilot case study:** The pilot case study will cover the Latin America and the Caribbean region given that there has been a LNOB Regional Strategy in place since 2019 and the Regional Office has worked extensively with people of African descent, indigenous people, and people with disabilities.^{20 21}
 -
- **Outcome harvesting or most significant change:** will be conducted to better understand what changed, for whom, when and where, and how LNOB integration contributed to the change.
- **Benchmarking exercise:** will be included to compare how well UNFPA integrates LNOB principles in relation to other relevant entities. This will expand upon an existing exercise conducted in the Formative Evaluation of the Integration by UNDP of the principles of Leaving No One Behind.²²

Other means of data collection, including participatory methods leveraging new technologies, such as Artificial Intelligence (AI), and social media will be considered during the inception phase of the evaluation.

Data analysis

The evaluation team should ensure the validity and reliability of the data through triangulation, the use of standardized data collection tools as mentioned above, and comply with UNEG standards and norms and guidance.

The evaluation should apply an intersectional and power lens in the data analysis to identify and address multiple forms of discrimination based on priority FB factors as identified by UNFPA and how they overlap and interact with each other. It should also seek to ensure that discrimination or bias of any form is neither perpetuated nor exacerbated in the exercise. Moreover, the evaluation should capture the diverse values and perspectives of rights-holders and communities and avoid favoring or privileging one over the other.

²⁰ A concept note and desk review have been prepared to support the evaluation team to conceptualize the regional case study from an inclusive perspective that takes into account the diversity of the LAC region.

²¹

²² <http://web.undp.org/evaluation/evaluations/thematic/lnob.shtml>



Where possible, the evaluation will employ intersectional and sub-group analysis by priority FB factor (Sexual orientation and gender identity; Age; Culture, ethnicity, race, language and religion; Disability; HIV and AIDS status; Migration, asylum and displacement; Geographical location; Income/wealth).

As many UNFPA supported programmes focus on women and girls, the evaluation should ensure a nuanced analysis with a Gender+ lens. That is, taking in consideration the other factors that harm, exclude and disadvantage women and girls, such as ethnicity, location, income or sexual orientation/gender identity (e.g., Indigenous women, women and girls with disabilities, women and girls living with HIV, refugee women, LGBTQI women and girls).

Data analysis methods to be used include, at least:

- **Qualitative data analysis:** This type of analysis is used to understand the meaning of the data. It can be used to identify themes, patterns, and relationships in the data. This may involve different processes including coding, thematic analysis, content analysis, and intersectional analysis.
- **Quantitative data analysis:** This type of analysis involves working with numerical data. This type of data can be collected through surveys, experiments, and other quantitative methods.
- **Comparative analysis:** This type of analysis involves the in-depth study of two or more regions/countries in order to identify similarities and differences between them. This method is often used to compare the effectiveness of different interventions, or to understand the impact of different contextual factors on development outcomes.
- **Intersectional analysis:** This type of analysis is a framework for understanding how different forms of discrimination, such as racism, sexism, ableism, and classism, intersect and overlap to create unique experiences and outcomes for individuals. It recognizes that no one is oppressed in a single way, and that our experiences are shaped by the multiple identities we hold.

8. Ethical considerations / do no harm and safeguarding

The highest ethical standards will be observed in all phases of the evaluation, following UN Guidance. The evaluation will be transparent, inclusive, participatory and gender and human rights responsive, impartial and independent.

The evaluation will align itself with a set of universal ethical principles that apply to health and to health research. These principles are: respect for autonomy (free will, individual choice, power to make decisions); beneficence (doing good); non-maleficence (doing no harm); justice and fairness. These universal principles serve to protect the participants.²³ Cultural safety will also be a high priority in the evaluation. In health research, cultural safety requires the recognition of and respect for differences in worldviews, values and knowledge between different groups – whether based on ethnicity, religion, age, disability, socioeconomic status, sexuality, gender or other differences.²⁴

The evaluation will also be guided by a set of ethical standards. These standards will be applied to the evaluation to minimize the risk of doing any harm, while seeking to maximize the benefits of the

²³ National Ethics Advisory Committee – Kāhui Matatika o te Motu. 2012. Āhuatanga ū ki te tika me te pono mō te Rangahau Māori: Māori Research Ethics: An overview. Wellington: Ministry of Health.

²⁴ National Ethics Advisory Committee – Kāhui Matatika o te Motu. 2012. Āhuatanga ū ki te tika me te pono mō te Rangahau Māori: Māori Research Ethics: An overview. Wellington: Ministry of Health.



exercise. The standards will ensure the safe and meaningful participation of a wide and diverse set of stakeholders.

- **Human Rights-based approach**, the principles of LNOB and a gender perspective are embedded into the process, approach and methodologies of the evaluation. The evaluation process will show sensitivity to gender, cultural beliefs and traditional practices, manners and customs of all stakeholders with full acknowledgement of their entitlements and obligations stated. Any requirements for ethical approval within the evaluation process will be confirmed with relevant Regional/Country Offices on a case-by-case basis and the evaluation team will work closely with the offices to ensure all relevant approvals and permissions are obtained.
- **Inclusion and participation of a diversity of rights-holders** will be critical to the evaluation. UNFPA prioritizes participation of rights’ holders and aims to reach the most vulnerable and marginalized. The evaluation will actively seek the views of representatives of rights holders, in all their diversity, to evaluate the effectiveness, reach and quality of UNFPA programmes and interventions. The evaluation will seek to ensure the voluntary participation and informed consent of all that are engaged in the evaluation.
- **Independence and impartiality** apply to all members of the Evaluation Team, Evaluation Reference Group, Steering Committee, Evaluation Manager, programmed management, and rights holders. All are required to guard against bias and ensure the all-stakeholder views are presented honestly. The Evaluation Team must be able to express its findings without undue interference, while providing for quality assurance and promoting efficient, open discussion. The Evaluation Team must retain the discretion to accept or reject changes management proposes.
- **Transparency** is required, with respect to both the stakeholders of the programmes and the general public. Clear communications are necessary with stakeholders at all evaluation stages with respect to its purpose, the criteria applied, and intended use of the findings.
- **Confidentiality and privacy** will be maintained for all respondents who participate in the evaluation. No participant’s name or other personal information, such as place of living that could be used to identify a person, will be recorded or used in the final report, without their express permission and consent to do so. Moreover, the evaluation will seek to ensure the data security and protection of respondents by allowing access to data collected as part of this evaluation will be restricted to members of the evaluation team.

9. Evaluation Process

The evaluation will include five main phases, each with distinct milestones and deliverables.

Preparatory phase

The preparatory phase is a critical step for ensuring that the evaluation is successful. This phase involves defining the purpose of the evaluation, identifying the stakeholders, gathering background information, and developing an evaluation plan. The evaluation manager will lead the preparatory work.

Specific milestones and deliverables include:

- Prepare of **Terms of Reference**
- Establish Steering Committee
- Establish Evaluation Reference Group



- Procure of external firm to conduct the evaluation
- Collect of relevant documentation and create of document repository
- Prepare of preliminary stakeholder map
- Prepare preliminary inclusive and accessible communication plan

Inception phase

The inception phase involves further developing the evaluation methodology and setting up the overall framework for the evaluation. This includes further elaborating on the evaluation question, developing the methods for data collection and analysis. The evaluation team will lead the design of the evaluation in consultation with the evaluation manager, the Steering Committee, and the Evaluation Reference Group.

Specific milestones and deliverables include:

- Conduct of desk review of relevant documentation and preliminary meetings with key stakeholders.
- Finalize mapping and analysis of stakeholders;
- Hold initial round of interviews with key informants;
- Prepare a draft inception report detailing the proposed design of the evaluation and methodological approach, including the development of evaluation questions, a data collection and analysis strategy, case study selection, a detailed work plan of timeframes for deliverables, and the data collection tools.
- Conduct a pilot case study to test the methodological approach and tools, recalibrate if necessary. Pilot case study: TBD
- Presentation of draft inception report to the SC/RG
- Finalize **inception report**.

Data Collection Phase

The data collection phase involves the collection of data through interviews, group discussions, in-depth case studies, and other methods. Guided by the methodological note and finalized work plan, the evaluation team will lead this phase.

Specific milestones and deliverables include:

- Prepare logistical arrangements for data collection
- Collect primary data (KIIs, FGDs, on-site observations, a survey, etc.)
- Continue document review and collection of secondary data
- Enter data in **evaluation matrix**
- Complete in-depth regional and country case studies, culminated by a **debriefing presentation** on the preliminary findings to relevant regional/country offices and/or **case study note/summary**. Given that the Latin American and the Caribbean will be an in-depth case study, there will be a stand-alone case study report produced. This is optional for the other case studies to be conducted.

Analysis and Reporting Phase

The analysis reporting phase involves analyzing and validating the data collected and drafting the evaluation report. The reporting phase will open with a **data analysis workshop** to bring together the



evaluation team and the evaluation manager to discuss the results of the data collection. The purpose of this analysis workshop is to discuss and validate preliminary findings, and generate substantive and meaningful comparison between the different case studies.

The evaluation team will then proceed with the drafting of the findings of the report. The **first draft of the evaluation report** (no conclusions and recommendations yet) will be submitted to the evaluation manager for comments. If the quality of the draft report is satisfactory (form and substance), a **presentation of the preliminary findings** will be held for the steering committee and the reference group members. The draft report will also be circulated to them for review and comments. In the event that the quality is unsatisfactory, the evaluators will be required to produce a new version of the draft report.

Prior to the submission of the second draft final evaluation report, a **recommendations workshop** will be organized with the Steering Committee, Evaluation Reference Group and key UNFPA stakeholders to discuss elements and co-create the recommendations.

The evaluation team will then finalize the second draft of the evaluation report which will be shared with the evaluation reference group. Based on the inputs and comments from the meeting, the evaluation team should make appropriate amendments and prepare the final draft of the evaluation report. To ensure all comments from the reference group meeting have been fully addressed, the evaluation team will prepare an **audit trail** of their responses to the comments.

The **final report** should reflect a rigorous, methodical and thoughtful approach, whereby conclusions and recommendations build upon findings. The final report will follow the structure discussed and approved by the evaluation manager and steering committee.

The report is considered final once it is formally approved by the Evaluation Office’s Director.

Specific milestones and deliverables include:

- Review data collected and evaluation matrix during **data analysis workshop**
- Prepare **draft evaluation report**
- Present of **preliminary findings** to SC/RG
- Prepare report for **Latin America and the Caribbean in-depth case study**
- Convene **recommendations workshop** with SC/RG
- Consultations and revision of draft evaluation report
- Finalize **evaluation report** and **audit trail**

Dissemination and Facilitation of Use Phase

The facilitation of use and dissemination phase involves ensuring that the evaluation results are effectively communicated to various audiences to facilitate its use to improve UNFPA programming and operations. The evaluation report and other evaluation products will be disseminated through different modalities and platforms. This includes publication on the UNFPA evaluation webpage, along with the management response.

This exercise will seek to ensure that the evaluation reports and other evaluation knowledge products developed are inclusive and accessible to the maximum extent possible through various formats and platforms.



To the extent possible, dissemination activities targeting LNOB/RFB communities that participated in the evaluation will be held. This can be done through the delivery of dissemination workshops or virtual webinars that are inclusive and accessible for diverse audiences, using local language and sign language interpreters as relevant. Moreover, the exercise will seek the participation of these communities in the dissemination of the results so that they can share their experiences and be their own advocates for change.

In collaboration with the EO communications team, the evaluation manager and SC will lead this process.

Specific milestones and deliverables include:

- Finalize **communications strategy and plan**, for the evaluation release including for facilitating its use
- Finalize publications of the evaluation report, evaluation brief and/or other evaluation knowledge products
- Finalize documentation for Executive Board (report, briefing paper, presentation)
- Hold dissemination events and activities

10. Management and governance of the evaluation

To ensure its independence, the UNFPA Evaluation Office and SC will oversee the management of the exercise.

The *UNFPA Evaluation Office* is expected to:

- Draft and finalize the Terms of Reference;
- Initiate procurement process for identification and selection of external firm to undertake the evaluation;
- Convene Steering Committee meetings;
- Convene Evaluation Reference Group meetings;
- Provide quality assurance throughout the exercise, including the approval of all deliverables;
- Ensure communication, dissemination and facilitation of use of the evaluation report and related deliverables.
- Ensure internal and external communication throughout the evaluation is inclusive and accessible to all stakeholders.

The exercise will also be accompanied by a Steering Committee which will be composed of a diverse group of members who embody various furthest behind factors, including young people. It is intended that the Steering Committee will be engaged throughout the evaluation process to promote the co-ownership, co-creation, and meaningful participation of the rights-holders in all diversity.

The *Steering Committee* will work together with the EO throughout the entire exercise to:

- Provide overall guidance and direction to the entire exercise, including decision-making processes;
- Contribute to the conceptualization of the evaluation, including the Terms of Reference for the evaluation;
- Provide comments and substantive feedback on the evaluation process as well as key deliverables, including the inception report, draft and final evaluation report;



- Play a key role in learning and knowledge sharing of the results of the exercise, contributing to the dissemination of the evaluation report and related deliverables.
- Participate in SC meetings as required;

The evaluation will also be followed closely by an Evaluation Reference Group consisting of key stakeholders, selected purposively, from within UNFPA, as well as external to it, in particular youth groups, civil society actors, UN entities and other relevant organizations.

The *Evaluation Reference Group* is expected to follow the exercise at key points to:

- Contribute to the conceptualization of the exercise; including the Terms of Reference for the evaluation;
- Provide comments and substantive feedback from the perspective of a technical expert on the key deliverables, including the inception report, draft and final evaluation report;
- Facilitate access to sources of information, documents and informants;
- Play a key role in learning and knowledge sharing of the results of the exercise, contributing to the dissemination of the evaluation report and related deliverables;
- Participate in ERG meetings as required.

11. Evaluation Team

The evaluation will be carried out by an external firm that will be identified and selected through a UNFPA procurement process.

The evaluation will be conducted by a highly qualified, multi-disciplinary, diverse, inter-generational evaluation team (i.e., at least one young evaluator is a team member) with extensive knowledge and experience in evaluation of international development programming related to the mandates of UNFPA.

The evaluation team must possess knowledge and/or experience of the principles of LNOB/RFB and GEWE to provide a more nuanced perspective that improves the relevance and utility of the evaluation. Preference will be made to external firms from the Global South or external firms with evaluators who are representative of marginalized and vulnerable groups and/or are affected by specific factors that drive discrimination and inequality.

The team must also demonstrate a clear understanding of the UN system/ways of working and ensure that the evaluation is conducted in line with the UNEG Norms and Standards for Evaluation in the UN System and abides by UNEG Ethical Guidelines and Code of Conduct as well as any other relevant ethical codes UNEG Guidelines. UNEG guidance on Integrating Human Rights and Gender Equality in Evaluation should also be reflected throughout the evaluation.²⁵ As per UNEG code of conduct, the evaluation team members will not have been involved in the design, implementation or monitoring of UNFPA programming under review, nor will they have other conflict of interest or bias on the subject.²⁶

12. The composition of the team should include, at least, a senior lead evaluator, thematic experts on areas of UNFPA support, evaluators from LNOB groups (e.g. evaluators who are from indigenous communities, people with disabilities, refugees, youth, etc.) or specialist in applying a LNOB approach, a data analysis specialist and an evaluator from Latin America and the Caribbean region who will lead the LAC case study. **Indicative timeframe**

²⁵ See: <http://www.unevaluation.org/document/guidance-documents>

²⁶ <http://www.unevaluation.org/document/detail/100>



This exercise will be launched in the third quarter of 2023 and is expected to conclude in the fourth quarter of 2024.

The following is an indicative timeframe:

<i>Phase</i>	<i>Task</i>	<i>Date</i>
<i>Preparatory</i>	Prepare of Terms of Reference	October 2023
	Create Document Repository	October 2023
	Prepare inclusive and accessible communications plan	October 2023
	Establish SC and ERG	October 2023
	Initiate Procurement for external firm to conduct the evaluation	October 2023
	Prepare of preliminary stakeholder map	October 2023
	Finalize ToR with SC, RG	November 2023
	Complete concept note and desk review of LAC case study	Nov-Dec 2023
	Complete procurement process and onboard external firm	Dec 2023/ January 2024
<i>Inception</i>	Conduct desk review	Feb 2024
	Finalize mapping and analysis of stakeholders	Feb 2024
	Hold initial round of interviews with key informants	March 2024
	Prepare of draft inception report	March 2024
	Presentation of draft inception report to the SC/ERG	April 2024
	Develop Communication Plan	April 2024
<i>Data Collection</i>	Prepare logistical arrangements for data collection	April 2024
	Pilot field mission	April 2024
	Refine data collection tools and finalize inception report	April 2024
	Conduct key informant interviews	April- June 2024
	Finalization of the survey	May 2024
	Launch of the survey	May 2024
	Conduct (in-person or remote) case studies	May- June 2024
	Complete LAC case study report	TBD
<i>Analysis and Reporting</i>	Data analysis workshop	July 2024
	Presentation of preliminary findings to SC/RG	July 2024
	Submission for first draft Evaluation Report	Sept 2024
	Consultations	Sept 2024
	Recommendation workshop with SC/RG	Oct 2024



	Submission of second draft Final Evaluation Report and audit trail of responses to comments	Oct 2024
	Consultations	Nov 2024
	Submission of the final Evaluation Report, including all annexes, and audit trail of responses to comments	December 2024
<i>Dissemination</i>	Finalize communication plan	Jan 2025
	Professional copy editing, design of evaluation report	Jan 2025
	Development of other evaluation communication products	February 2025
	Finalization of other evaluation communication products	February 2025
	Hold dissemination events and activities	2025

Key Deliverables

- Inception Report
- Draft and Final Evaluation Report (English)
- PowerPoint presentation of the evaluation results (English)
- Draft and Final Report for the Latin America and the Caribbean case study (Spanish, English)

13. Quality assurance

Since the evaluation team is expected to be hired through a firm, the latter will conduct quality control of all outputs prior to submission to the evaluation managers. They will be expected to dedicate specific resources to quality assurance efforts, and must consider all time, resources, and costs related to this function in their technical and financial bid. The bidder must set out the quality assurance mechanisms which will be applied throughout the evaluation process as part of the technical offer.

The evaluation recommends that the evaluation quality assessment checklist (see below) is used as an element of the proposed quality assurance system for the draft and final versions of the thematic evaluation report. The main purpose of this checklist is to ensure that the evaluation report complies with evaluation professional standards.

Evaluation quality assessment checklist:

<p>1. Structure and Clarity of the Report</p> <p>To ensure the report is user-friendly, comprehensive, logically structured and drafted in accordance with international standards.</p>
<p>2. Executive Summary</p> <p>To provide an overview of the evaluation, written as a stand-alone section including key elements of the evaluation, such as objectives, methodology and conclusions and recommendations.</p>
<p>3. Design and Methodology</p>



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