



AGA KHAN FOUNDATION

Gender Sensitive Monitoring & Evaluation

Draft Guide - May 2012



Gender Equality in Monitoring & Evaluation



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The Aga Khan Foundation is an agency of the Aga Khan Development Network established in Switzerland in 1967 by the Aga Khan. It is a private, international, non-denominational, non-profit development agency which seeks sustainable solutions to long-term problems of poverty, hunger, illiteracy and ill health, with special emphasis on the needs of rural communities in mountainous, coastal and other resource-poor areas. Over the long term, AKF promotes self-reliance to reduce dependence on external aid. AKF assists beneficiaries in building their capabilities and gaining the confidence and competence to participate actively in the design, implementation and continuing operation of activities. AKF also works to put institutional, management and financial structures in place to ensure programme activities can be sustained without external assistance.



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ACRONYMS

AKDN	Aga Khan Development Network
AKF	Aga Khan Foundation
FGD	Focus Group Discussion
M&E	Monitoring & Evaluation
ToR	Terms of Reference
RBM	Results-Based Management
GE	Gender Equality



INTRODUCTION

This draft guide is designed to accompany the AKF Gender Equity Review Guide distributed at the AKF Gender Review Workshop in Istanbul in May 2012. It is hoped to serve as a basic reference for gender-sensitive monitoring and evaluation.

Regardless of what is being monitored or measured, this guide aims to highlight that gender equality should be integrated into all monitoring and evaluation systems - a process called by some agencies as *“engendering monitoring”* or *“gender-sensitive monitoring and evaluation”*. Engaging in gender-sensitive monitoring, using results-based management approaches assists in revealing the extent to which projects and programmes have achieved improvements in the lives and over social and economic well-being of women and men.

The manual draws on various experiences and best practices from local, international and governmental agencies and provides resources that may be useful when designing projects, developing performance measurement frameworks and measuring gender equality results. It is important to stress that this manual covers only the basic elements of gender-sensitive monitoring and does not cover sectoral-specific gender-sensitive monitoring considerations, nor detailed technical aspects of monitoring and evaluation.

The first draft of this manual is a result of preliminary consultations with staff in various sectors and participants of the Gender Equality Review Workshop. As this guide is still in its early development, it is hoped that as a result of the GE Review workshop, feedback and suggestions will be provided so that this guide can be further developed.

Results-Based Management & Gender Equality Results

What is RBM?

Results-Based Management (RBM), as described by the Organisation for Economic Cooperation and Development's Development Assistance Committee (OECD-DAC) is *"a management strategy focusing on performance and achievement of results (which are defined as) intended or unintended, positive and/or negative outputs, outcomes and impacts of a development intervention¹."*

RBM is important because it allows us to look beyond inputs and activities to focus on development changes that may occur as a result of contributions made by AKF interventions in targeted areas. This focus on development changes, also includes changes in women's empowerment, gender relations, women's and girls' access and control of resources as well other gender equality results that our projects aim to promote.

Specifically, Result Based Management allows us:

1. To visually and systematically see our theory of change and how our interventions contribute to change;
2. To assess and document progress towards outputs, and outcomes as proposed in a results framework;
3. To systemize data collection, synthesis, analysis and reporting procedures allowing for the prompt dissemination of reliable information to concerned stakeholders;
4. To determine the effectiveness and efficiency of interventions and learn from experience so that corrective measures can be taken promptly and future interventions can be informed.

Results

A result is a **statement of expected change** in a development intervention or program.

When developing result statements, we ask the following questions:

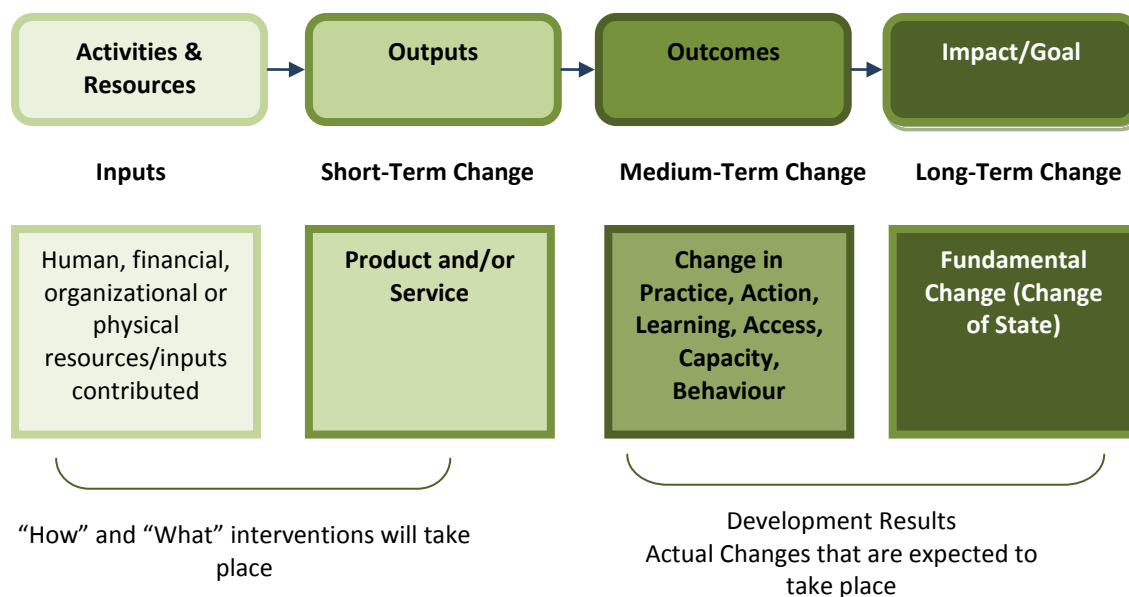
- What do we want to change: a situation, a condition, the level of knowledge, behaviour?
- Is the expected change absolute or relative?
- Who are the beneficiaries (the target group)?
- Where do we expect the change to take place (country, region, district, village, etc.)?
- The scope of the change (for each result)?
- What are the needs and priorities of responsible agencies and donors?

Results are linked together by a **results chain**, a relationship between inputs/activities to outputs, from outputs to outcomes, and from outcomes to impact (ultimate outcome or goal), that are linked by causal relationships (cause and effect). Each level of the results chain is a requirement for achieving the next level in the chain.

¹ OECD-DAC (2002). *Glossary of Key Terms in Evaluation and Results-Based Management*.

There are various results chains and/or results frameworks and terminologies used by different donors, sectors or organizations. For the purposes here, a generic four level results chain is used.

Generic Results Chain (Cause & Effect)



In the chain, **output statements** are statements of completed activities – a bundle of completed tasks that are grouped together to represent a set of products or services produced, delivered, or facilitated. They are often tangible and can be counted.

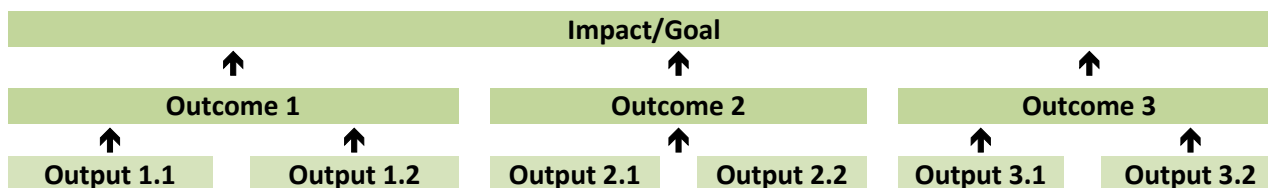
Outcome statements are used to meaningfully express the (planned or unplanned) results or changes that occur because of what is produced (outputs) through programme implementation. Depending on the nature and maturity of interventions, outcomes or changes can be categorised as:

- Changes in learning, capacity, access or ability (knowledge, awareness, skills, opinions/values, motivation, attitudes or aspirations); and/or
- Changes in action, behaviour, policies, decisions, or practices

These changes can be experienced by individuals, households, institutions or organisations (such as associations, schools, health facilities, village-based organisations), or the broader system (e.g. government policy, changes in the market system or health system).

The logical cause and effect (results chains) are presented in a visual format called a **results framework**²

Generic Results Framework



² Depending on the donor these are also called Logic Models or Logical Frameworks. For the purpose of this manual the terminology Results Framework will be used.

Results are the expected changes which are demonstrable that are to take place during the project cycle. As such, they are written using a **directional verb in the past tense**. For example:

Increased Food Security of Population X	Reduced Child Mortality in Region X
Improved Livelihoods of rural households in Region X	Decreased prevalence of malaria for girls and boys under 5
Enhanced Institutional Capacity of Government of X	Increased access to safe water for households in district X

Finally, result statements must also be S.M.A.R.T

- S** **Specific**
*The statement must include all information pieces including **what** we are trying to change, **who** it will benefit, where this change will take place and **by when** do we expect the change.*
- M** **Measurable**
The result statement must be definable in the sense that indicators can measure the expected change
- A** **Achievable**
The result must be attained within the available resources and time frame allotted
- R** **Relevant**
The result takes into account the actual needs of beneficiaries and area
- T** **Time Bound**
The result can be achieved during the life of the project. The focus of result is being undertaken at the right time.

Challenges with RBM - A Feminist Perspective

One of the main challenges identified by some practitioners, including gender equality specialists and the feminist community, is that results chains tend to be linear and looks at simple cause and effect relationships (x activity leads to y effect which = z change). In addition, the framework makes it more challenging to develop results and select indicators based on donor guidelines in areas which are more complex such as advocacy, challenging discourse, policy, etc. Organizations equally recognize this and are beginning to show multiple causalities (more than one output can lead to multiple outcomes) and are drawing on other qualitative methodologies such as outcome mapping or most significant change techniques to show that change is not linear. Finally, programs which aim to change gender relations and conditions for women are not visible within time frames established in using RBM approach.

Adapted from AWID's Presentation, A Critical Analysis of Current Measurement and Evaluation Frameworks

See Footnote ³ for more on Outcome Mapping

³Outcome Mapping is different from conventional approaches to evaluation, which assumes a causal relationship between an intervention and lasting changes in the well being of intended beneficiaries. Outcome Mapping focuses on tracking outcomes that result from changes in behavior, relationships, or activities of stakeholders. The hallmark of Outcome Mapping is a focus on contribution to change, rather than directly attributing a programme's activities to change, an advantage when looking at changes in power relations, gender relations. See Earl, Sarah, Carden, Fred, and Smutylo, Terry (2001) *Outcome Mapping. Building Learning and Reflection Into Development Programs*.

⌘ Engendering Results & Gender Equality Results

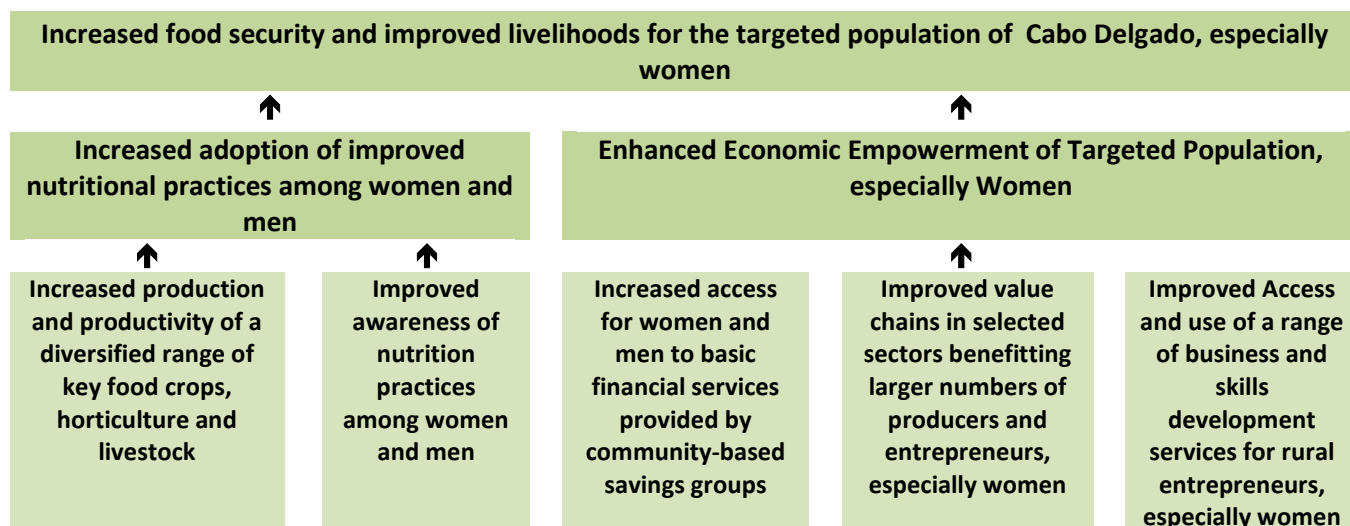
Before you can develop your results or even ensure that results are either gender-sensitive or there are gender equality results included in the results framework, it is essential that **a gender analysis or assessment⁴ is conducted before designing the project or programme.** Only then can you determine what are the needs and priorities of men and women, what barriers are faced by men and women and what interventions can assist with changing the circumstances of men and women.

Not having a thorough gender assessment done before the design of your project, and ultimately your results framework, is one of the challenges in gender-sensitive RBM. Other challenges include:

- A focus on including women as participants only, and not on the change of gender assumptions, relations, barriers or constraints (reducing GE to WID);
- GE results limited to education and health sectors because it is easier to monitor and evaluate effects on women in girls; and
- Lack of adequate gender expertise in monitoring teams or support from gender expertise in the development of results or M&E frameworks.

As aforementioned, there are various result frameworks or models that exist depending on the donor or program. It is important to remember that result statements should either be **gender-sensitive** (a result which considers equally the changes/benefits for women and girls and stated specifically) or include a **gender-equality result** (a result which specifically aims to improve the condition of women/girls, reduce barriers and constraints, etc). In some instances, certain donors even (e.g CIDA or AusAID) may even require a minimum of one gender equality result.

Example of AKF Mozambique Gender Sensitive Results Framework



⌘ Examples of Gender Sensitive & Gender Equality Results

Outcome Level

⁴ Gender Analysis is a systematic approach for determining men and women's often differing development needs and preferences and the different impacts of development on women and men. It examines men's and women's access and control over resources, including the division of labor between genders, and their control over the inputs and outputs (benefits) of their labor. Gender analysis takes into account how class, race, ethnicity or other factors interact with gender to produce discriminatory results. (World Bank, 2005).

- Improved livelihoods of targeted households in region X, particularly women-headed households
- Increased economic empowerment of women in region X
- Reduced gender based violence in region X
- Reduced child marriages in region X
- Improved food security among households in region X, particularly women-headed households

Output Level

- Increased access to educational opportunities for girls and boys
- Increased access to ante-natal services for women
- Increased access to services which address women's reproductive needs
- Increased access to micro-finance services, especially for women

Results - Reinforcing Gender Stereotypes (Example)

In project X, an initial result at the intermediate level was: Increased awareness of nutritional practices, especially women. While the result can be considered a gender-equality result in terms of ensuring that women have access to information to improving their nutritional status, the result was considered to reinforce the reproductive roles played by women, not in fact reducing the gender issues (strategic needs) faced by women when it came to nutrition. With support from the donor Gender Equality Specialist, a new results was developed: increased awareness of nutritional practices among men and women, now focusing on promoting nutritional practices for both men and women in the household, ensuring that men as well knew the importance of nutrition for the entire family.

Checklist

- Does the logic model or results framework include results which will promote gender equality?
- Does the logic model or results framework have at least one gender equality result?
- Are results inclusive of both men and women, where applicable?
- Are results design to specifically favour women and girl's participation in the project?
- Do results reinforce gender stereotypes or roles generally occupied by women (e.g. microenterprise training in sewing for women)? Or do they seek to diminish or eliminate them?
- Do results and expected changes address the constraints of women and girls? (e.g. access to primary education for girls)?

Gender Equality and Monitoring

This module covers the basic elements of monitoring results. It focuses on developing indicators of measurement and how we can ensure that we include gender-sensitive indicators. Many of the AKF sectors have or in the process of developing core or priority indicator banks. These should be used in the development of new projects and do not replace examples provided here. Examples however from these indicator lists and banks have been also used.

⌘ Monitoring

Monitoring is defined as “a continuous function that involves the systematic collection of data on specified indicators in order to determine the extent of progress and achievement as well as inform decision-making”.

It is also an ongoing process that is done during the entire project cycle. Integrating gender into monitoring processes and systems is critical to capture changes in women’s social and economic empowerment and well being.

⌘ Gender Sensitive Monitoring and Measurement

Conventional monitoring and evaluation systems do not necessarily capture gender differences on their own, partly because of the neutrality of monitoring and evaluation. The attention to the inclusion of gender equality in results-based management, development of indicators, application of data collection tools and methodologies is known as **gender-sensitive monitoring, gender-responsive monitoring** or **engendering monitoring**. For the purposes of the following section, the term ‘gender sensitive monitoring will be used.

Having a gender sensitive monitoring system is necessary to capture the changes in gender relations that have been incorporated into the project design. More specifically, it is important to take gender considerations in the development of monitoring and evaluation systems because:

- What is measured is more likely to be prioritized and therefore evidence gathered on gender equality can promote the practice of planning and measuring for gender equality results’
- Women and men are affected differently by development interventions that NGOs or CBOs may promote; may have different priorities in development activities; and face different constraints or barriers in access to services, resources and benefits derived from development interventions;
- It can help stimulate change throughout the data collection process and raise issues that derive from various methodologies such as interviews, focus group discussions and even data analysis and review

Integrating gender into monitoring systems and in using the RBM approach is done in the following ways:

- **During the Identification Phase:** by ensuring baselines are gender-sensitive, undertaking a gender analysis, identifying priorities and goals with stakeholders, assess institutional capacity for integrating gender into development activities

- **During the Design Phase:** by ensuring results are gender-sensitive or include gender equality results, selecting gender-sensitive or gender-specific indicators to measure results, ensure targets and indicators are disaggregated by sex, plan for gender and monitoring capacity building, implementation plans include a gender strategy which is informed by a gender analysis
- **During Implementation:** by ensuring that reporting is gender-sensitive, feedback and learning processes include issues related to gender equality, collect gender-sensitive data, ensure methodologies are gender-sensitive and include women
- **During Evaluation and Exit Phase:** ensure evaluations look at specific gender equality issues, evaluators have gender expertise, evaluation reports include how projects have contributed to changing gender relations, not only how many women have been reached, women and girls are involved in evaluation

For more information on considerations during each phase of the project cycle, please refer Annex I: Examining the Project Cycle, AKF Gender Equality Review Guide (May 2012).

⌘ Monitoring and Evaluation Plans

The M&E Plan is one of the most important tools used in RBM and is the main plan for monitoring results. The M&E Plan is a simple guiding framework that outlines all the key information regarding each level of results, performance indicators and represents the overall monitoring plan and schedule for the project or program being implemented.

Depending on the donor, there are generally 8 columns in a M&E Plan: i) results; ii) indicators; iii) baseline; iv) targets; v) data sources; vi) data collection methods; vii) frequency; and viii) responsibility.

Expected Results	Indicators	Baseline	Targets	Data Sources	Methods of Collection	Frequency of Collection	Responsibility
Goal							
Outcomes							
Outputs							

In developing a gender-sensitive monitoring system, each element of the M&E Plan (each of the columns) should be inclusive of gender considerations.

⌘ Indicators

“if you can measure it, you can manage it”

As with any monitoring system, the collection of data is a systematic and on-going process in the life of any project or program. Measuring the results of any project or program is done through the development of performance indicators.

A performance indicator is defined as a *"quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor."* A performance indicator is a 'signal' which is neutral and does not embed a direction or target; it is used to measure progress (or lack thereof) toward results.

⌘ Criteria for Developing Indicators

There are generally six (6) criteria for developing and selecting indicators to measure results. For each of the indicators selected, ask yourself the following questions:

1. **Specificity:** Is the indicator specific? Does it include the unit, what is to be measured, disaggregation and time frame?
2. **Validity:** Does the indicator measure the expected result?
3. **Reliability:** Can the indicator be used repeatedly over time? Will it produce the same results consistently over time regardless of the data collector?
4. **Simplicity:** Will it be easy to collect data for this indicator? Will it be easy to analyse the data once collected?
5. **Utility:** Will we use the information to demonstrate the result? Will we use the information to inform decision making and planning?
6. **Affordability:** Can the project afford to collect the data for this indicator?

The key to gender-sensitive monitoring and evaluation is having gender-sensitive indicators that allow you to measure change for women as well as for men. At a minimum indicators need to be sex-disaggregated but also need to measure specific gender issues identified in analysis and assessment prior to the project.

⌘ Types of Indicators

There are two types of indicators. Indicators are either *quantitative* or *qualitative*.

Quantitative indicators have a **numeric value and measure quantities** such as 'number of', 'percentage of', 'frequency of' and so forth. Quantitative indicators are typically easier to develop and collect information on since they involve hard data. An example of a potential quantitative indicator for the expected result of: Increased Access to Nutrition and Health Services would be: *% of women who attended ante-natal classes in the last six months.*

Quantitative indicators can show changes in gender equality over time – for example, a well used quantitative indicator is the number of girls in school compared to boys.

Quantitative Indicators	
<ul style="list-style-type: none"> ▪ Number of ▪ Percentage of ▪ Frequency of 	<ul style="list-style-type: none"> ▪ Rate of ▪ Proportion of ▪ Ratio of

Qualitative indicators on the other hand, reflect perceptions, judgments and attitudes. They can include the application of knowledge, quality of participation, perceived change, sense of well-being, etc. Collecting qualitative indicators requires more resources, time and analysis.

Qualitative Indicators	
<ul style="list-style-type: none"> ▪ Perception of ▪ Quality of 	<ul style="list-style-type: none"> ▪ Degree of ▪ Extent to which

An example of a potential qualitative indicator for the expected result of: Improved Food Security for Rural Households in Region X would be: *Degree of food security among household members (disaggregated by household type [women-headed and dual-headed]).*

It is important that there is a **combination of both quantitative and qualitative indicators** in each results framework as collecting numbers alone will not adequately demonstrate change - complementing these numbers with quality is equally important in demonstrating the change.

In addition to this, there are two types of indicators when it comes to measuring gender equality, **gender-sensitive indicators** and **gender-specific indicators**⁵. Both are necessary when aiming to engender monitoring systems and should be developed and reflect the gender context of the country, region or community.

✚ Gender Sensitive Indicators & Disaggregation

All indicators should be disaggregated where possible in order to ensure that the results being achieved are benefiting all and demonstrate reality. Aggregation of an indicator (i.e. 90% of households are food secure) is useful as it provides an overall picture, however it does not demonstrate the reality in terms of "which" households are food secure and can mask the actual change that has happened. For example, knowing how many women-headed households within the 90% is even more useful for knowing where real change has occurred and if women-headed households have improved their food security situation.

This is referred to as **disaggregation** whereby a specific characteristic in the measurement is highlighted. Disaggregation can be done by various dimensions - gender, district/region, income level, ability, age, geographic/topographic, caste, ethnicity, etc. For example:

- *Average Yields (kg/ha) during the last season (disaggregated by type of crop and district)*
- *Number of students completing grade one in the last 12 months (disaggregated by sex and school district)*
- *Number people trained on natural resource management planning (disaggregated by sex and geographic location)*
- *Percentage of people with malaria in the past 12 months (disaggregated by age and sex)*
- *Number and percentage of enterprises owned and managed by women (disaggregated by type of enterprise)*
- *The proportion of children under the illegal age involved in work (disaggregated by sex and age)*

Indicators which are **gender-sensitive** are also those which are disaggregated by sex, age, socio-economic background, ability, caste, etc. They provide separate measures for men and women in

⁵ Also called gender-targeted indicators.

any given sector (e.g. literacy rates for men and women). Sex-disaggregated data demonstrates whether both women and men are included in the programme or project as agents/project staff, and as beneficiaries at all levels.

A Note on Sex Ratios

Generally, projects use indicators related to the ratio of men-women/boys-girls for participation. Using sex ratios as gender sensitive indicators alone are not necessarily sufficient for measuring gender equality in a project/program. Sex ratios, are ideal at the activity/process and output levels in terms of who is participating in what and who has access to what. And, achieving higher participation of a under-represented group of people is always desirable. At the same time, it does not necessarily mean that the project is gender-sensitive, contributing to gender equality or that because there are equal numbers that women or girls have use of resources, control of the resources or that there is meaningful participation.

Adapted from: ILO. Considering Gender in Monitoring and Evaluation of Projects (2007).

✚ Gender Targeted Indicators

Gender targeted indicators on the other hand, measure directly a gender equality result and/or go beyond disaggregation of beneficiaries by sex. They are designed and used to demonstrate changes in relations between women and men in a given society over a period of time⁶. These indicators are also used a tool to assess the progress of development interventions towards achieving gender equality. For example:

- *Percentage of women in leadership positions in the CBO*
- *Proportion of youth-serving organizations that include trainings for beneficiaries on sexual and physical violence against women or girls*
- *Proportion of women aged 18-24 who were married before age 18*
- *Proportion of women who reported physical and/or sexual violence*
- *Degree to which women participate in financial decision-making within the household*

✚ Examples of Gender Sensitive and Targeted Indicators in AKF Programs

▲ AKF Sector Core/Suggested Indicator GT: Gender Targeted/Specific Indicators GS: Gender-Sensitive Indicators

Education	Rural Development
GT: Number of teachers trained in gender equality in education (<i>disaggregated by sex, grade of teacher</i>)	GT: Division of labour in households (specifically, women and children’s labour use) ▲
GT: Percentage of child mothers enrolled in school (<i>disaggregated by grade level and geographic location</i>)	GT: Degree of women’s (and youth, where applicable) participation in financial decision making/resource allocation at the household level (<i>disaggregated by SES, intervention target group, type of decision</i>) ▲
GS: Adult Literacy Rate (<i>disaggregated by sex</i>)	
GS: # and % of learners demonstrating functional/expected skills or competencies (<i>disaggregated by sex, age</i>) ▲	GS: Percentage of households that own different types of household assets (<i>disaggregated by type of SES, intervention target group, and type of asset</i>) ▲

⁶ FAO. *Gender Sensitive Indicators : A Key Tool for Gender Mainstreaming* (2001).

GS: % of children enrolled in an ECD programme in programme area (<i>disaggregated by sex</i>) ▲	GS: Percentage of working age people who are currently engaged in employment opportunities (<i>disaggregated by type of employment [informal/formal], sector of employment [agricultural/non-agricultural, industry], sex and age, location of employment, seasonal/non-seasonal, full-time/part-time</i>) ▲
Health	Civil Society
GT: % women who took recommended nutritional supplements during the last pregnancy term ▲	GT: Percentage of members and leaders of public, private, and civil society institutions who are women, youth, or from vulnerable groups (<i>disaggregated by type of institution, geographic area</i>) ▲
GT: % mothers exclusively breastfeeding/breastfed infants up to 6 months of age of current or last born child ▲	GT: Percentage of seats in parliament held by women
GS: % households in target intervention area with access to a latrine (<i>disaggregated by type of household[male/female], private/non-private, economic status</i>) ▲	GS: Percentage of men and women participating in community level decision-making processes (<i>disaggregated by type of decision-making process/event, age, geographic area</i>) ▲
GS: Children aged <5 years with diarrhoea receiving oral rehydration therapy (<i>disaggregated by sex</i>) ▲	GS: Number of trainings conducted on good governance (<i>disaggregated by sex</i>)

⌘ A Note on Measuring Women’s Participation

Participation indicators are generally used at the activity and output levels (such as number of women trained, number of women provided seeds, etc.) and are quite common in our results frameworks. However participation can also be indicative of higher level results (at the outcome level) particularly when it comes to assessing governance and inclusion. This does not mean simply counting how many women have participated, but the **quality of the participation** and how this participation has led to social change.

Regardless, it is important to determine the participation levels for several reasons as data may reveal that:

- Meeting times or venues may be inconvenient for women
- Women may be more inclined to speak out and share their concerns in women-only groups
- Women facilitators may be needed to enable women to freely voice their opinions

⌘ International Standard Indicators

There are a number of gender-sensitive and gender-targeted indicators used to measure international standards and progress towards gender equality. These can be useful in the development of indicators which are contextual and adapted to local environments and program areas. Some of these include the Millennium Development Goals (MDGs), Gender Related Development Index (GDI), Gender Empowerment Measure (GEM) and the Gender Gap Index (GGI). Some caution should be used when incorporating these as they can be quite broad, a set of composite indicators and used at national and international levels.

	Eradicate extreme poverty and hunger - proportion of the population (men and women) living below \$1 a day; prevalence of underweight children under the age of five (girls and boys)		Achieve universal primary education - literacy rate of 15-24 years old (girls and boys); proportion of pupils starting grade one who reach grade five (girls:boys)
	Promote gender equality and empower women - Share of women in wage employment in the non-agricultural sector; Ratio of girls to boys in primary, secondary and tertiary education		Reduce child mortality - under five mortality rate (girls and boys); proportion of 1 year olds immunized against measles (girls and boys)
	Improve maternal health - maternal mortality rate; proportion of births attended by a skilled health personnel;		Combat HIV/AIDS, malaria and other diseases - HIV prevalence among 15–24 year old pregnant women; Prevalence and death rates associated with Malaria (men, women, girls, boys)
	Ensure environmental sustainability - Proportion of population with sustainable access to an improved water source (women headed households, men, women); Proportion of people with access to improved sanitation (women, men, girls, boys)		Develop a global partnership for development - Unemployment rate of 15–24 year-olds (men, women); Proportion of population with access to affordable essential drugs on a sustainable basis (women-headed households)

The **Gender-related Development Index (GDI)** is an index which does not specifically measure gender inequality, but one which adjusts the Human Development Index (HDI) for gender inequalities in the three dimensions covered by the Human Development Index (HDI), i.e. life expectancy, education, and income. Recently, the GDI proposed two key indicators to be included in the HDI survey: male and female HDI and gender equality gap.

The **Gender Empowerment Measure (GEM)** on the other hand, seeks to measure relative female representation in economic and political power. It considers gender gaps in political representation, in professional and management positions in the economy, as well as gender gaps in incomes⁷. Indicators in this index include the percentage of women who hold parliamentary seats and ratio of men and women's income.

The **Gender Gap Index (GGI)**, is an index that looks at four key areas: economic participation (such as unemployment levels, levels of economic activity and remuneration for equal work, economic opportunities (duration of maternity leave, wage inequalities between men and women in the private sector, political empowerment such as shared seats in parliament, number of years a woman has been head of state, and educational attainment including indicators of literacy rates, enrolment rates and average years of schools for girls and boys⁸.

⁷ Klasen, 2006

⁸ Lopez-Claros and Zahidi 2005

Social Watch Gender Equity Index

The Social Watch Gender Equity Index looks at three areas: education, income (economics) and empowerment. The Index uses a set of composite indicators to determine elements of gender equality.

Education Gap

- Literacy Rates
- Primary School Enrolment
- Secondary School Enrolment
- Tertiary Education Enrolment

Economic Gap

- Economic activity rate
- Estimated earned income

Empowerment Gap

- Women in technical positions
- Women in management and government positions
- Women in parliament
- Women in ministerial posts

Adapted from: ILO. Considering Gender in Monitoring and Evaluation of Projects (2007).

⊞ Engendering Methodologies

Once indicators have been developed and/or selected, the methodology for collecting data for each indicator must be determined. Data collection methodologies refer to the 'how' information and data will be collected. There are various methodologies that exist for the collection of quantitative and qualitative data. Some of these include surveys (quantitative), observations, focus group discussions (qualitative), key informant interviews (qualitative).

“It is important that a combination of both quantitative and qualitative methodologies are used gender-sensitive monitoring. Numbers are only half the story when it comes to understanding and addressing gender inequality”⁹.

When selecting the methodology, it is equally important to ensure that gender is considered both in **terms of the choice** of the methodology and the **application of the methodology**. Reasons for this include:

- Data collection methods may make it difficult for women to participate, especially if methods are complex and administered in areas where literacy levels are low;
- Women may be more timid in public or groups or may not even be allowed to speak or be represented in community consultations or meetings;
- Women may have less time to participate in data collection because of heavy and burdensome workloads.

Participatory methods (PME), which highlight the equal importance on learning and participation of beneficiaries (reducing the researcher/researched relationship) are also important in the analysis of gender relations and inequalities. Some of these include Most Significant Change Technique (MSC), Listen First (Concern) and Annual Learning and Planning System (ALNAP). These methods provide space for the complexities in gender relations, aim to analyse power imbalances and improve the relevance of monitoring and evaluation from a beneficiary perspective.

⁹ Batliwala & Pittman (2010), *Learning More from the MDG3 Fund Experience*.

Observations: An Example from Education

A useful method in determining the level to which teachers are promoting gender equality in the classroom is through direct observation. Because behaviours are often quite difficult to capture quantitatively, observation is well-suited for perceiving the degree and nature of application of new learned skills. To do this, however, it is not simply a matter of entering the classroom and watching. Empirically sound rigour is still necessary, with the observation activity's occurring in a carefully structured way. This begins with a 'tool,' or 'instrument,' that directs the observer to look for very specific behaviours, of specific classroom actors and with specifically prescribed timing. In seeking behaviours related to gender equality, a sample of questions might include:

- Does the teacher call on boys and girls with equal frequency?
- Does the teacher address questions or other participation opportunities of similar nature to boys and girls such as open-ended questions, the opportunity to pose questions, reading aloud, answering at the front of the classroom, coming to the chalkboard, other participation? Are boys and girls equally active in responding to the teacher?
- Does the teacher display equitable treatment when distributing resources? Does the teacher assign responsibility to boys and girls in an equitable manner?
- Are materials used gender-sensitive, representing both males and females in responsible roles, with positive images, without stereotyping in social, family, economic or cultural roles, etc.?
- Are there men and women in positions of authority and responsibility visible in the school to serve as positive role models in the school for both boys and For girls?

Observation tools should be designed collaboratively, if possible including teachers, and piloted and revised before being finalized.

Depending on the result, result level and indicator selected, a different methodology will be used. Below is an example of methodologies and how they can be considered gender-sensitive:

Method	Advantages
<i>Household Surveys</i>	<i>Questions asked separately of men and women, questions ask specifically around gender equality issues (i.e. financial decision making),</i>
<i>Time-Use Studies</i>	<i>Can measure the amount of time men and women spend on productive, reproductive and social activities such as collecting water, unpaid and paid productive activities, etc.</i>
<i>Focus Group Discussions</i>	<i>Seeks the opinion of women and men on perceptions, attitudes, needs, priorities and their experience with project interventions. FGDs can be done separately with women and men or other homogenous groupings</i>
<i>Spatial Mapping</i>	<i>Clear visual picture of participants, beneficiaries, and constraints. Indicate by gender on maps of fields/enterprises who is responsible, provides labour, and controls resources and outputs or benefits</i>
<i>Seasonal Labour Profiles</i>	<i>Ideal for rural settings to determine level of work by men and women, labour allocation by farming phase, decision-making around crop decisions</i>
<i>Observation</i>	<i>Ideal to measure qualitative aspects and application of new practices and behaviours as well as complex social relations.</i>
<i>Interviews</i>	<i>Quick, inexpensive overview of conditions of community practices across villages; open-ended questioning that can reveal culture gender issues, inequalities and perceptions of men and women</i>
<i>Document Reviews</i>	<i>Useful for aggregating data around participation of women, men and girls and boys in project activities, school enrolment, participation in health clinics, etc.</i>

⌘ Considerations on the Application of Survey as a Methodology

As with all methodologies, the application and administration need to consider gender considerations such as the ones above. In using surveys (household for instance) - a common methodology employed in AKF projects and programs, there are further considerations in the application, particularly around sampling and administration of questionnaires.

Sampling

- Does the sampling strategy selected ensure that women, or women-headed households are represented or have an equal chance of being included in the sample?

Enumerators and Gender Considerations

- When collecting data, are there both male and female enumerators?
- When training enumerators have gender considerations been included in the training? For example, are enumerators instructed on what to do if household heads or men do not want women to be interviewed alone?
- When enumerators go and collect data are separate accommodations available for women?

A Final Word - Making Monitoring More Gender Sensitive

- Gender considerations needs to be integrated from the onset of the project design and development of the M&E system. This must ultimately start with gender analysis prior to the design phase.
- Results should explicitly state the gender equality issue the project seeks to change
- Performance indicators should be either gender-sensitive or gender-targeted
- All indicators should be sex-disaggregated, where applicable
- There should be a combination of both quantitative and qualitative methodologies, the latter which ensure that women's voices and issues are adequately raised
- Careful consideration of methodology choice should be done ensuring that it measures the result and they ensure that both men and women are included in the process, while simultaneously ensuring that women's workload does not increase by participating
- FGDs can be conducted separately for women and men in order to get a gendered perspective
- Gender specialists and monitoring and evaluation units should work together

Gender Sensitive Evaluation

Evaluation is defined as *'the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results'*¹⁰. The aim of conducting evaluations is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. Evaluations contribute to **organizational learning and continuous improvement** of approaches and strategies.

Evaluations can take place at different phases of the project or programme cycle. Typically, there are three types of time-based evaluations :

- **Ex-Ante Evaluations:** An evaluation that is performed before implementation of a development intervention. These are often also referred to as assessments and which are conducted to identify needs and strategies for pending projects/programs.
- **Formative Evaluations:** Evaluation intended to improve performance, most often conducted during the implementation phase of projects or programs. These are also sometimes called mid-term evaluations.
- **Summative Evaluations:** A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program.

Considering gender in all types of evaluations as well as in each step of the evaluation process is equally necessary. While most of the evaluations conducted are done by external consultants, it is important that gender equality considerations are incorporated from the onset of the evaluation process, beginning with the development of a Terms of Reference to reviewing the evaluation report and ensuring evaluators are incorporating gender equality into their methodologies and findings.

The following sections briefly covers the evaluation phases and how gender equality can be incorporated¹¹.

✚ Developing the Terms of Reference

The Terms of Reference is the critical document which outlines the objectives, scope, evaluation methodology, and deliverables for an evaluator. It is important that gender equality considerations are integrated in the ToR, including the following:

- The project description explains the gender issues faced by the target population and describes the project's strategy to address them
- Stakeholders are clearly identified, both men and women, boys and girls as well as characteristics such as age, geographic location, ethnicity, caste, etc.
- The scope of the evaluation, regardless of the sector, should mention that gender equality considerations must be integrated into the methodology, evaluation matrix and report

¹⁰ OECD-DAC *Glossary of Key Terms in Evaluation and Results-Based Management*. 2002.

¹¹ Please refer to OECD/DAC Evaluation Quality Standards and CIDA's Incorporating Gender into Evaluations.

- The guidelines given for the evaluation report should stipulate that gender is to be integrated into the entire report, and not simply as an add-on or segregated section.

✚ Recruiting the Evaluation Team

- The evaluation team should include both male and female evaluators (where possible), if more than one evaluator is conducting the evaluation
- The evaluator should have some gender expertise, including local expertise
- The evaluation team should be briefed on the relevant gender issues or provided ample documentation on how the project aims to address gender inequalities
- The evaluators have the capacity to analyse data in a systematic way

✚ Methodology

Evaluations typically include the use of document review, focus group discussions or interview. The evaluator proposal for methodologies should consider the following:

- The methodologies should be participatory, particularly for focus group discussions where both men and women will have the opportunity to share their experiences and opinions
- Conventional methodologies should be complemented with gender-inclusive methods
- The methodologies should include the collection of sex-disaggregated data. When faced with the lack of sex-disaggregated data, the evaluation should define strategies in order to do so
- The evaluation matrix proposed by consultants should include specific questions for assessing gender equality results
- The evaluation matrix includes gender-sensitive indicators
- Focus on not only highlighting women's and girls' participation, but changes in gender relations and situation

✚ Evaluation Report

When reviewing the evaluation report submitted by an external consultant, it is important to keep in mind the following aspects:

- Analysis of the findings should include sex-disaggregated data and how investments have been contributing to gender equality results
- The report should indicate the extent to which gender issues and relevant human rights considerations, where applicable, were incorporated¹²
- The report should include the analysis of the project's monitoring system with regard to addressing gender performance
- The word "gender" is not used synonymously to refer to women, but used to highlight the relations between women and men
- The factors contributing to the achievement of gender results are clearly identified
- Recommendations related to improving gender equality in the project/program are clearly identified
- Lessons related to gender equality in the project/program are clearly articulated
- The draft report is circulated to both male and female team members, and the gender specialist, where relevant

¹² UN Evaluation Standard 4.8

- The evaluation report is disseminated to key stakeholders and findings on gender equality is discussed with partners, staff or other stakeholders

Considering Gender in Evaluation Questions

Relevance

- Does the project align with organizational and/or country priorities, particularly with gender equality strategies in place?
- Does the project align with any national-level or global-level (e.g MDG) gender equality goals?
- Was a needs analysis, gender analysis and baseline conducted before the project design and implementation?

Validity of Design

- Did the project design adequately consider gender dimensions in planned interventions?
- Do the project results/outcomes and outputs adequately address gender concerns identified in needs assessments or analysis?
- To what extent are the results and performance indicators to measure results gender-sensitive?

Progress and Effectiveness

- Did both men/boys and women/girls participate in the project?
- Did both men/boys and women/girls receive the benefits?
- Did the project produce the intended benefits for men and women?
- Are there positive/negative unintended gender equality results generated by the project?
- How do the results compare to the targets?
- How did the risk indicators/critical assumptions about gender interact with the project's inputs in support or hindrance of project progress?

Efficiency

- What proportion of resources were used for male and female beneficiaries?
- How does this compare with the results achieved for men and women?
- Were resources (financial, human, etc) allocated to achieve gender equality objectives?

Sustainability

- Are the gender related outcomes likely to be sustainable?
- How can gender impacts be increased or maintained? What are the possible long-term effects on promoting gender equality?
- How did project beneficiaries, male and female, respond to the interventions?
- What are the realistic prospects of sustaining the benefits in the long term?
- What changes in the context/environment (political, social, environmental) should be reflected in future interventions?

Adapted From: The World Bank, Integrating Gender into Monitoring and Evaluation & ILO Evaluation Guide, Considering Gender in Monitoring and Evaluation of Projects

GLOSSARY

Gender Equality	<p>AKF uses the following definition for gender equality: that women and men, and girls and boys, enjoy the same status and opportunities to realise their full potential, to make choices in their lives, to participate as decision makers in shaping the sustainable development of their societies, and to gain access and benefit from resources and services. Gender equality is about society equally valuing the different needs, behaviour, and aspirations of women and men, boys and girls. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.</p> <p>Others also refer to gender equality¹³ as meaning that all people, regardless of their sex, caste, ethnic group, religion, age, physical condition, etc. – are receiving the same treatment; having the same opportunities; having the same recognition; given the same respect; and having the same rights.</p>
Equity	<p>The process of ensuring fairness of treatment to both women and men and their children according to their respective needs and circumstances. Equity is the means, whereas equality is the goal. To ensure fairness, measures must often be put in place to overcome factors that prevent the two sexes from enjoying the same conditions, opportunities and benefits. It may mean exactly the same treatment, or treatment that is different but equivalent in terms of the outcomes¹⁴</p>
Evaluation	<p>The ‘systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.</p>
Focus Group Discussions (FGDs)	<p>A Focus Group is a small (not more than 8 to 10 individuals, ideally) group of people (who, are to the extent possible, of similar background with respect to the topic being discussed), who are brought together to discuss their thoughts, experiences, feelings about a particular topic. FGDs work better when the group is homogenous, that is, when people have a lot in common and where there are no big differences in status and power.</p>
Gender	<p>AKF uses the following definition for gender: the socially determined [constructed] roles, attributes, and relationships of women, men, girls and boys. These roles and relationships are learned, can vary widely within and between societies and cultures, and can change over time. Gender determines what is considered appropriate for males and females in a given culture, and the influence, power, and resources that each possess. Gender differs from sex, which describes the biological differences between males and females. Gender-based identities and differences intersect with other variables such as ethnicity, class, age, caste and religion.</p>
Gender Analysis	<p>The theoretical and methodological process that assesses the differences between the roles of men and women, as well as their responsibilities, access to, and use and control of resources, problems or needs, belongings and opportunities. The purpose of a gender analysis is to plan development interventions that are efficient and equitable, and overcome existing discrimination that restricts women's possibilities to express their needs and preferences¹⁵.</p>
Gender Budgets	<p>The process of developing, planning and approving, executing, monitoring, analysing and auditing budgets in a gender-sensitive way. It involves the analysis of actual expenditures on interventions which promote gender equality between men and women and boys and girls. Gender budgeting does not mean dividing resources 50/50 for men and women, but considering allocations which will promote gender equality objectives.</p>

¹³ Definition adapted from CIDA's 1999 Policy on Gender Equality.

¹⁴ ILO

¹⁵ CIDA, 1999.

Gender Mainstreaming	The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality." (UN ECOSOC, 1997)
Gender Neutral	Gender-neutral is used to refer to policies and programmes that are seen to impact equally and in the same way on women and men. In reality, because gender difference is intrinsic to human life, no policy or programme that impacts on people is gender-neutral.
Gender Roles	The behaviours, tasks and responsibilities that a society considers appropriate for women, men, girls and boys. For example in rural communities, men transport produce to markets or women collect water and fodder for animals.
Key Informant Interview	An individual(s) who is selected to provide a quick and effective insight into study issues. He or she will normally be someone who is in an important position (leaders) and/or someone who is particularly knowledgeable and willing to provide us with information (a school teacher, an elderly person, etc). At the same time, key informants should not be restricted to leaders or the wealthy. The key informants selected for the discussions should be a range of women and men from the site, who are respected and knowledgeable members of the community (village leaders from the Community Development Councils (CDCs), Village Organisations or <i>shuras</i> , elders, health workers, midwives, teachers, large and small producers, traders or business people, women or youth group leaders).
Measurement	Often confused with monitoring, measurement or measuring is the process and action of collection
Monitoring	A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.
Performance Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor. Quantitative indicators measure change in a statistical or numerical way. Qualitative indicators provide descriptive data on changes in attitudes, perceptions and roles. Performance indicators are also 'signals' which are neutral and do not embed a direction or target and are used to measure the achievement of results.
Result	A describable or measurable change in the state of human development resulting from a cause and effect relationship. Results can be at various levels (i.e. Level 3, Level 2, Level 1).
Result Framework	A management tool used to improve the design of interventions, at the project or programme level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. Also referred to as the Logic Model.
Result Statement	The statement which describes the measurable change which the interventions is aiming to achieve at various levels in the results chain.
Sex	The universal and biological and physical differences between a man and a women.
Sex-Disaggregation	Statistical information (data) which is separates out results of men and women. Sex-Disaggregation of data makes gender differences visible. All indicators which count or measure people's participation, benefits, access, etc. should be disaggregated by sex.

Resources and References

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