CanWaCH

Building Capacity and Confidence in Gender Transformative Programming
A Virtual Learning Experience

Module 3 – Participant Resource Package

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Session 13: MEAL - From Gender Sensitive to Gender Transformative and Feminist

Monitoring	is normally the systematic assessment of a programme's performance over time. It involves the ongoing collection and review of data to provide programme managers and other stakeholders with indications of progress against programme plans and towards programme objectives.[1]
Evaluation	takes place at a particular point in time but complements ongoing monitoring activities by providing more in depth, objective assessments of the relevance, efficiency, effectiveness, impact and sustainability of programmes. Formative evaluations are carried out during the life of the programme with a focus on improvement; summative evaluations take place towards the end of the programme and are used to judge its overall merit, worth or effectiveness.
Accountability	mechanisms include crucial information sharing to project or organization stakeholders about the delivery of services, the use of resources, and the achievement of outcomes. This includes project donors, partners and beneficiary or participants communities. Accountability to government or donors is sometimes referred to as 'upward accountability', accountability mechanisms targeting beneficiary groups or communities is referred to 'downward accountability', and 'horizontal accountability' refers to sharing and learning activities with partners, colleagues, peer organizations and stakeholders.[2]
Learning	activities are deliberate efforts to use project data (qualitative/quantitative/formal/informal/observational) to reflect on and improve upon programmatic and operational approaches. This often involves specific research initiatives.

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[1] Oxfam GB: A Quick Guide to Monitoring, Evaluation, Accountability and Learning in Fragile Contexts (no date)
[2] Note that some participants may rightly observe that the terms 'upward' and 'downward' accountability employ a language of hierarchy that implies an associated importance which would be interrogated and rejected by many feminist approaches.

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Activity 13.1: MEAL Across the Gender Equality Spectrum

1. For this activity, you are split into 3 groups (break-out rooms). Please see your group assignments below.

Group 1: Evaluation	Group 2: Accountability	Group 3: Learning
Google Doc Link: [insert link]	**Google Doc Link:** [insert link]	**Google Doc Link:** [insert link]
• *Insert participant names*	• *Insert participant names*	• *Insert participant names*

2. On your Google Doc link, you will find a table (similar to the one shown on the PowerPoint screen), with the top row (monitoring) filled out already.
3. As a group, you are to fill in the cells of this table with the characteristics that you think the component of MEAL you're assigned (evaluation, accountability or learning) would have across the Gender Equality Spectrum.
4. Think about the process and consider the MEAL outcomes and process. You will have about **20 minutes** to complete your grid.

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Annex 13a: MEAL on a Gender Equality Spectrum

	Gender Aware/Sensitive	Gender Responsive	Gender Transformative/ Feminism
Monitoring	- Monitors female and male beneficiaries and stakeholders - Takes gender into consideration during planning and risk analysis for data collection - Captures and organizes data disaggregated by sex/age	- Monitors female and male beneficiaries and stakeholders - Takes gender into consideration during planning and risk analysis for data collection - Captures and organizes data disaggregated by sex/age - Monitors gender-based differences between participation in and benefit from intervention - Ensures meaningful participation of women and girls in monitoring activities	- Monitors female and male beneficiaries and stakeholders - Takes gender into consideration during planning and risk analysis for data collection - Captures and organizes data disaggregated by sex/age - Monitors gender-based differences between participation in and benefit from intervention - Ensures meaningful participation of women and girls in monitoring activities - Co-designs monitoring activities with women and girl participants - Ensures the use of monitoring tools that capture individual and experiential data - Uses monitoring activities that are empowering in and of themselves

	Gender Aware/Sensitive	Gender Responsive	Gender Transformative/ Feminism
Evaluation	• Takes gender into consideration during planning and risk analysis for data collection • Collects data disaggregated by sex/age • Analyzes and presents the differential results for male and female beneficiaries of different ages (where possible/relevant)	• Assesses the differential results for male and female beneficiaries of different ages • Includes gender analysis of results and identifies gender-related drivers of change or lack of change • Includes analysis of intersecting factors of identity	• Assesses the differential results for male and female beneficiaries of different ages • Includes gender analysis of results and identifies gender-related drivers of change or lack of change • Includes analysis of intersecting factors of identity • Uses a combination of qualitative and quantitative methods to capture objectivity and subjective experience • Evaluates the status and change of power dynamics between men and women/boys and girls (ie changes in *position*)

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	Gender Aware/Sensitive	Gender Responsive	Gender Transformative/ Feminism
Accountability	• Ensures that information sharing is equally accessible for male and female stakeholders • Shares results that disaggregate by sex and age	• Ensures that information sharing is equally accessible for male and female stakeholders • Shares results that disaggregate by sex and age • Communicates results to and invites input from women and girls	• Ensures that information sharing is equally accessible for male and female stakeholders • Shares results that disaggregate by sex and age • Generating results in collaboration and with input specifically from women and girls • Assigns equal or greater priority to 'downward' accountability activities and participation in planning, monitoring, learning

	Gender Aware/Sensitive	Gender Responsive	Gender Transformative/ Feminism
Learning	• Research initiatives appropriately disaggregate data by sex and age • Learning initiatives consider gender in the design of methodology • Learning products document any findings that indicate differences between outcomes based on gender, or learnings related to implementation based on gender	• Any research initiatives appropriately disaggregate data by sex and age • Learning initiatives include gender in the design of methodology • Learning products specifically include an analysis of outcomes based on gender, or learnings related to implementation based on gender • Learning results are validated by and shared with the diversity of participants or subjects	• Any research initiatives appropriately disaggregate data by sex and age • Learning initiatives are co-designed with participants and include gender in the design of methodology • Learning products specifically include an analysis of outcomes based on gender, or learnings related to implementation based on gender • Learning results are identified and determined by the diversity of participants or subjects

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Annex 13b: Oxfam's 2017 Discussion Paper: Applying Feminist Principles to Program Monitoring, Evaluation, Accountability and Learning

Website: https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620318/dp-feminist-principles-meal-260717-en.pdf?sequence=4

Oxfam's Feminist Principles of Monitoring, Evaluation, Learning and Accountability

Building on the contributions of feminist monitoring and evaluation (M&E) experts such as Srilatha Batliwala and Alex Pittman, the OI Feminist MEAL Principles are based on the understanding that discrimination based on gender identity is structural and systemic and that social justice in any context can be achieved only with change in power relations. Oxfam recognizes the autonomy and independence of partners in the work we do together, and is committed to relationships of mutual accountability. We recognize that evaluations and knowledge as political, transformative change processes are complex, and that change takes time and investment.

Thus, Oxfam MEAL should support the generation of knowledge that is meaningful, accessible and useful to those who rightly own it, and should:

Planning

- Examine gender and power relations, why they exist and how they change, and strive to produce knowledge in a way that acknowledges power;
- Be co-designed and co-managed with participants, so that participants agree on the assessment conclusions and how the evidence generated will be used;

Tools

- Use participatory tools and methods, encouraging broad participation, in particular by removing barriers to participation;
- Take a rights-based approach;
- Ensure that the process of measuring and evaluating impact and change is gender-just and rights-based;

Self-awareness and attitudes

- Acknowledge that persons facilitating evaluative processes should be self-aware and should possess skills including, but not limited to, facilitating, listening, interviewing, and writing/recording;
- Recognize that time is needed to build trust and understanding;
- Be flexible, adaptable and responsive to context, because originally proposed results and related indicators may be revised as people and organizations respond to change;
- Recognize that change is non-linear and complex, thus requiring the tracking and capturing of negative impacts, resistance, reaction, and unexpected outcomes;
- Use both qualitative and quantitative methodologies and methods that assess contribution, rather than demand attribution;
- Support strengthening of organizational capacity for meaningful engagement in feminist MEAL;
- Ensure that different levels of accountability are emphasized and seen as valuable by, for example, using meaningful feedback mechanisms; and
- Ensure that learning is incorporated and shared throughout the MEAL process and that it contributes to future work.

Session 14: Quality Indicators for Gender Equality Outcomes

Global Affairs Canada's RBM Guide:

https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf

Annex 14a: Indicators

Global Affairs Canada provides the following elements in their template for partners, and in this session and the next we will focus on the nature of the circled elements in gender transformative programming: indicators and data sources and collection methods.

Expected Result	Indicator(s)	Baseline Data	Targets	Data Sources	Data Collection Methods	Frequency	Responsible
Outcome or results statement	What is being measured?	Where are you starting from?	Where will you end up?	Where or who is the data coming from?	How is it being collected?	How often is this data being collected?	Who is collecting the data?

What is an indicator?

Simply put, an indicator is a signal that shows change has happened. Quality indicators are built in a specific way and have specific attributes, and many of you will be familiar with the GAC definition of an indicator:

- According to GAC, an indicator, also known as a performance indicator, is a means of measuring actual outcomes and outputs. It can be **qualitative** or **quantitative**, and is composed of a unit of measure, a unit of analysis and a context. Indicators are **neutral**; they neither indicate a direction of change, nor embed a target

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There are two types of indicators:

Quantitative Indicators	• Quantitative indicators are used to measure quantities or amounts. • They are *objectively verifiable*. For example: temperature, distance, middle upper-arm circumference, death rate, but also individual knowledge and skills.
Qualitative Indicators	• Qualitative indicators are *subjective*. They capture experiential information, such as the quality of something, or beneficiaries' perception of their situation, their opinion or preferences. • They also would measure an individual's *perception* of their own knowledge or skills.

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Every **indicator has 3 building blocks**:

1. The **unit of measure** is the number, percentage, level, ratio, etc.
2. The **unit of analysis** is who or what will be observed: individuals, institutions, social artifacts or social groups
3. The **context** is the set of circumstances that specify the particular aspect of the output or outcome that the indicator is intended to measure.

An indicator must always be developed or selected to **effectively capture the level of change** of a result (transformative/aware/etc), and must **always be gender sensitive**, regardless of the level of change. Gender sensitive is the *minimum* level of gender integration.

What do we mean by this? When we talk about gender transformative results, in order to be **effective**, we want to measure changes in attitudes and perceptions about the value of women and girls, and their agency and decision making. Most outcomes have multiple indicators and will include some that are quantitative and some that are qualitative.

Gender Sensitive indicators do the following:

- Disaggregate by sex and age
- Disaggregate by other relevant factors of intersectionality
- Use language that describes in gendered detail the unit of analysis
- Use language that incudes gender-related elements of the context

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Activity 14.1 Instructions: Quality Indicators for Gender Equality Outcomes

1. Using the Logic Models and outcome statements created in previous sessions, you are to develop quality indicators for one immediate and one intermediate outcome that capture gender equality changes in an effective way with your problem analysis groups.

2. You have **30 minutes** to think of your indicators with your groups. Please see <u>**Annex 14a**</u> for further information on quality indicators for GE outcomes. You will input your indicators directly into the Google Excel Sheet in which your Logic Model lives. (Link to be created by facilitator)

Group 1	Group 2	Group 3
Google Sheet Link: [insert google sheet link] **Problem Tree MURAL link:** [insert Mural link]	**Google Sheet Link:** [insert google sheet link] **Problem Tree MURAL link:** [insert Mural link]	**Google Sheet Link:** [insert google sheet link] **Problem Tree MURAL link:** [insert Mural link]
• *Populate Participant Names* • • • • • • •	• *Populate Participant Names* • • • • • • •	• *Populate Participant Names* • • • • • • •

Helpful Note:
- An outcome can have multiple indicators! For example, an outcome related to improved sexual and reproductive health could have an indicator on reduced teenage pregnancy rates, increased household decision making, and reduced incidents of sexual and gender-based violence.
- There are no PERFECT indicators – and this is not an M&E training. Groups should focus on capturing the gender transformative change they've described in their outcome statements.

Session 15: Data Collection Tools and Sources for Gender Equality Indicators

Activity 15.1 Instructions: Data Sources and Methodologies

1. You will have **20 minutes** to identify the data sources and methodologies for your project's indicators. Utilize **Annex 15a** for examples of data sources and methodologies if you need a starting point!

2. You will be put into Zoom break-out rooms, and you are to have a plenary discussion with your group. You do not need to worry about capturing your discussion on an online platform. Just enjoy the discussion with your group!

3. Be prepared to share one or two examples.

Group 1	Group 2	Group 3
Google Sheet Link: [insert google sheet link] **Problem Tree MURAL link:** [insert Mural link]	**Google Sheet Link:** [insert google sheet link] **Problem Tree MURAL link:** [insert Mural link]	**Google Sheet Link:** [insert google sheet link] **Problem Tree MURAL link:** [insert Mural link]
• *Populate Participant Names* • • • • • •	• *Populate Participant Names* • • • • • •	• *Populate Participant Names* • • • • • •

Note: Sourcing data directly from women and girls is essential to assess change in empowerment and agency. Sourcing data from men and boys is also important to understand the changes in an enabling environment for gender equality, as is data from the community, from service providers and leaders, policy analysis, etc.

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Annex 15a: Data Sources and Data Collection Methodologies

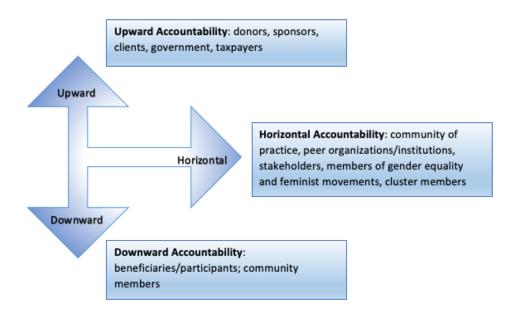| Data Sources: "Is this first hand information, or second hand information?"	
Primary	• Participants (individuals) • Intermediaries • Government documents (policies, program documents, proclamations, etc.) • Institutional/organizational records • Photographs or artifacts • Physical environment
Secondary	• Demographic health survey data • Human development report • Global Peace Index • Peer reviewed research • Reports from community of practice
Data Collection Methods	

- Surveys
- Focus Group Discussions

- Guided Observation
- Conversation with concerned individuals
- Most significant change
- Field visits/observation
- Transect walk
- Critical reviews of official records or other documents
- Individual and key informant interviews
- Official records/secondary data
- Census
- Scientific research

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Session 16: Accountability - Data for Whom? Using GE Data to Strengthen Programming and Women's/Girl's Participation

ACCOUNTABILITY mechanisms include crucial information sharing to project or organization stakeholders about the delivery of services, the use of resources, and the achievement of outcomes. This includes project donors, partners and beneficiary or participants communities. Accountability to government or donors is sometimes referred to as 'upward accountability', accountability mechanisms targeting beneficiary groups or communities is referred to 'downward accountability', and 'horizontal accountability' refers to sharing and learning activities with partners, colleagues, peer organizations and stakeholders.[3]

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Upward Accountability: donors, sponsors, clients, government, taxpayers

Upward

Horizontal

Horizontal Accountability: community of practice, peer organizations/institutions, stakeholders, members of gender equality and feminist movements, cluster members

Downward

Downward Accountability: beneficiaries/participants; community members

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[3] Note that some participants may rightly observe that the terms 'upward' and 'downward' accountability employ a language of hierarchy that implies an associated importance which would be interrogated and rejected by many feminist approaches.

Activity 16.1: Instructions - Downward Accountability Discussion

1. Click on the following Mural link to see the plenary discussion captured: [insert link]

2. The facilitator will be capturing the discussion on the Mural page, but feel free to join the page and input your own ideas.

3. Discussion Questions:

Downward Accountability
- What kind of activities does this include?   - Why is downward accountability important? Why specifically for gender transformative programming?   - What are the benefits? For whom?   - Do we do it enough? Why not?

Annex 16a Accountability Discussion Support

Discussion questions:

Upward Accountability

- What kind of activities does this include?

- Why is this level of accountability important in gender transformative programming?

- How can we use our donor reports to advocate for women's empowerment and rights-based approaches?

- What is it that we report on? What do we highlight? How do we present our data?

Horizontal Accountability

- What kind of activities does this include?

- Why is this level of accountability important in gender transformative programming?

- How can horizontal accountability reflect and promote feminist principles?

- How can horizontal accountability improve gender transformative programming?

Downward Accountability

- What kind of activities does this include?

- Why is downward accountability important? Why specifically for gender transformative programming?

- What are the benefits? For whom?

- Do we do it enough? Why not?

Additional Session: Gender Based Analysis

All **gender analysis frameworks** have different domains of inquiry, but ultimately, the goal is to understand the reality and gender dynamics of the target group – it is a *situation analysis* that is focused on the examination of the role of gender in particular.

Gender Analysis Frameworks provide step-by-step methodologies for conducting gender analysis. A thorough gender analysis should reflect the ways in which all other cross-cutting issues (age, environment, ethnicity, rights) also impact on women, men and gender diverse people. (reference to annex and associated links)

There are a number of key historical gender-analysis frameworks. Historically these have been evolving. We have created **Annex 12a** with key frameworks you can reference.

Common domains you will often see used by various organizations and institutions pull from all of these frameworks, and might include:

1. Roles & responsibilities
2. Social norms/gender norms
3. Participation and decision making
4. Access to/control over resources
5. Systemic/institutional norms

Historically, a lot of these frameworks didn't look at intersectionality effectively. Which is where Global Affairs Canada's Gender-Based Analysis Plus (GBA+) comes in. Global Affairs Canada defines Gender-based analysis (GBA+) as an analytical process used to assess how diverse groups of women, men and non-binary people may experience policies, programs and initiatives.[6] The "plus" in GBA+ acknowledges that GBA+ goes beyond biological (sex) and socio-cultural (gender) differences. GBA+ considers many identity factors, such as race, ethnicity, religion, age, and mental or physical disability.[7] Recall our discussion in Session 4 on intersectionality.

For more information on GBA+, including videos and examples, visit: https://cfc-swc.gc.ca/gba-acs/index-en.html

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Activity 12.1 Instructions: Gender Based Analysis

1. Participants are to go back to their problem analysis and discuss:

    a. Do the problems identified in their problem analysis fit into these domains?

    b. Can they see how this framework analysis would help identify different areas of inequality?

    c. And how can it help in turn, to inform programmatic responses?

2. Take **20 minutes** to connect with your groups via Zoom break-out rooms and discuss the above questions. See the table below for a reminder of your group assignments and the Mural link to your problem tree.

Group assignments:

Group 1	Group 2	Group 3
MURAL link: [Insert link]	MURAL link: [Insert link]	MURAL link: [Insert link]
-	-	-

3. Refer to **Annex 12b** for the list of 5 domains.

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Annex 12a: Gender Analysis Frameworks[4]

Source: https://www.equilo.io/gender-analysis

There are a number of **key historical gender-analysis frameworks.** Historically these have been **evolving.** We have created this Annex 12awith key frameworks you can reference.

Historical Gender-Analysis Frameworks:	
Harvard Analytical Framework	**Objective:** To demonstrate there is an economic rationale for investing in women as well as men; to map the work of women and men in the community and highlight differences. **Strengths:** Collects and organizes information about gender division of labour; distinguishes between access and control over resources. **Limitations:** Tends to oversimplify, based on tick box approach; ignores other inequalities such as race, class and ethnicity.
Moser Framework (Gender Planning Framework – Caroline Moser)	**Objective:** Focus on strategic gender needs and concentrate on gender inequalities and how to address these at programme and policy level. **Strengths:** Makes all work visible through the concept of triple roles; distinguishes between practical gender needs (those that relate to women's daily life) and strategic gender needs (those that potentially transform the current situation). **Limitations:** Framework does not mention other inequalities like class, race and ethnicity; looks at separate, rather than inter-related activities of women and men; framework is static and does not examine change over time.

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[4] https://www.equilo.io/gender-analysis

Social Relations Framework (Naila Kabeer IDS)	**Objective:** Analyze gender inequalities in the distribution of resources, responsibilities and power; analyze the relationships between people, their relationships to resources and activities and how these are reworked through institutions; to emphasize the human well-being as the final goal of development. **Strengths:** Conceptualizes gender as central to development thinking and not an add-on; highlights interactions between inequalities (race, class, ethnicity) Centers analysis on institutions and highlights their political aspects. **Limitations:** Since it looks at all inequalities, the focus on gender can be lost.
Women's Empowerment Framework	**Objective:** To achieve women's empowerment by enabling women to achieve equal control over factors of production and participate equally in the development process. **Strengths:** Articulates empowerment as essential element of development; enables assessment of interventions based on grounds of empowerment; aims to change attitudes. **Limitations:** Framework profiles are statis and do not take account of change over time; ignores other forms of inequality.

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Annex 12b: Gender Analysis Domains

Roles & responsibilities

Refers to how gender shapes the way people spend their work and leisure time and how they relate to each other in the distribution of roles within households, at work and within the community. This usually includes productive, reproductive and community labour, and can also include what people are expected NOT to do, in addition to the behaviours and activities that they *are* expected to do.

Social norms/gender norms

Gender norms are social norms defining acceptable and appropriate actions for women and men in a given group or society. They are embedded in formal and informal institutions, nested in the mind, and produced and reproduced through social interaction

Participation and decision making

Refers to the nature of and degree to which an individual exercises agency in their lives and in their community, as well as the physical and figurative decision-making spaces to which they are allowed access. This usually reflects a scale – where participation is important but the power to make or contribute to decisions (at the household and community level) is optimal.

Access to/control over resources

The role of gender in determining a person's ability or freedom to benefit from and use a variety of resources, from financial resources to public services, including access to and control over things like information, transportation, and land. Key to this is the difference between access to and control of.

Systemic/institutional norms

This refers to the policy and institutional environment that has been shaped by, and in turn contributes to, the realization of rights, prevailing gender norms, and the achievement (or absence) of gender justice and equality. This can include constitutional and legislative elements at the national level, but can also refer to the functioning of systems and institutions down to the community level as well.

Annex 12c: Gender Analysis Resources

Engendering Transformational Change: Save the Children Gender Equality Program Guidance & Toolkit. Save the Children. 2014.
https://resourcecentre.savethechildren.net/sites/default/files/documents/genderequalitytoolkit_es_20final.pdf

Ten Gender Analysis Frameworks & Tools to Aid with Health Systems Research. UK Aid. 2015.
https://ringsgenderresearch.org/wp-content/uploads/2018/07/Ten-Gender-Analysis-Frameworks-and-Tools-to-Aid-with-HSR.pdf

Global Affairs Canada Gender Analysis
https://www.international.gc.ca/world-monde/funding-financement/gender_analysis-analyse_comparative.aspx?lang=eng

Jhpiego Gender Analysis Toolkit for Health Systems
https://gender.jhpiego.org/analysistoolkit/gender-analysis-framework/

Oxfam Guide to Gender Analysis Frameworks
https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf

Equilo Gender Analysis
https://www.equilo.io/gender-analysis

Cascape Manual on Gender Analysis Tools
https://agriprofocus.com/upload/CASCAPE_Manual_Gender_Analysis_Tools_FINAL1456840468.pdf

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