

# Gender-Sensitive Monitoring and Evaluation



## Why gender-sensitive M&E?

**A**lthough women and men share livelihood in the same household, they have different roles and responsibilities as well as different access to resources, receiving varied types of support from other people. Thus, women and men often experience poverty differently. The needs and priorities of women and men are often not the same, and they face different constraints to overcoming poverty. Development interventions may affect women and men in different ways, and their perceptions of project interventions may differ because of their different priorities.

# Is gender present in M&E systems of development projects?

Gender considerations are often absent from projects designs mainly due to

- Lack of participation by women in the initial need analyses and project design
- Lack of background and baseline data disaggregated by sex
- Lack of organisation's or project's gender policy or strategy
- Lack of projects gender-sensitive vision and objectives
- Lack of gender-sensitive logframe indicators
- Lack of understanding of what the project will deliver to address inequality

## What benefits came from capturing gender differences within project M&E?

- Helps project implementers detect negative impact on women—for example, increased workload, incidents of violence or other forms of backlash and discriminatory attitudes toward women and girls (see Case 1: Changing gender division of labour)
- Addresses the constraints of women and men appropriately, thereby improving project performance and outcomes
- Helps assess whether both men and women are satisfied with the project and ensures that implementation does not make them feel that their needs are ignored (see Case 2: Resistance from men)
- Ensures that the project does not overlook gender differences in vulnerability, which could result in severe impacts on women (see Case 3: Differences in vulnerability)
- Identifies opportunities to empower women (improve their confidence, self esteem, build capacity of leadership and self-organisation) and identifies activities that contribute to women's' empowerment

## What does gender-sensitive M&E do?

- Gender-sensitive M&E aims at assessing the project's effects and impacts (intended or unintended) on gender relations and women's empowerment.
- Specifically, it will monitor the changes in

- ◆ Gender division of labour and workload, including participation of household members in reproductive, economic and income-earning activities
  - ◆ Gender differences in access and control over resources (e.g., income, credit, employment, land, other assets) and services, (training, extension, etc.) and their share in benefits from access/control over resources and services
  - ◆ Gender differences in Information and knowledge
  - ◆ Decisionmaking patterns in the household and the community
  - ◆ Women's and men's perception/assessment of the project
  - ◆ Women and men's attitudes and self-confidence
  - ◆ Gender differences in vulnerability and coping strategies (e.g., differences in adjusting to external shock)
  - ◆ Signs/incidence of violence against women
  - ◆ Other aspects of gender relations
- Gender and M&E should not only collect data but should also
    - ◆ Analyse the reasons for these gender differences and any changes
    - ◆ Discuss the findings among the implementing team and women and men in the field
    - ◆ Develop appropriate and time-bound interventions or transformative actions, with a budget

#### **Case 1: Changing gender division of labour**

In Cambodia, women weave using a handmade loom. A simple mechanised weaving machine was introduced to improve the productivity of weaving. Once the machine was introduced, the weaving activity was taken over by men and the women became assistants of the men. By monitoring such changes in the gender division of labour, it would be possible to develop appropriate interventions, when such changes were not desired.

#### **Case 2: Resistance from men**

In an IFAD-funded project in India, it was found that men were disgruntled about the project because they felt that all the resources and attention were going to the women. They felt they were ignored and this resulted in resistance from men in the project area. Such differences in perceptions can affect project sustainability as men will be discouraged from continuing the activities.

#### **Case 3: Differences in vulnerability**

During the tsunami of 2004, many women and men died. However, women who lost their spouses were more likely to become destitute than men who lost their wives. In some societies, women are economically and socially dependent on their husbands and the loss of a woman's husband would deprive her of income and property. If the monitoring system counted the number of casualties in the household, rather than their sex and age, it will not be able to capture such vulnerability that women face.

# How do we develop gender-sensitive M&E?

## Stage 1 - Identification and preparation

- Ensure that the benchmark survey or baseline study is gender sensitive. Are there sex-disaggregated data? Have you done gender analysis been done? What are the gender issues that have been identified during the baseline?
- Conduct an initial stocktaking: Who are the key actors targeted by the project? What are their activities? What is their capacity? What are their roles and needs?
- Undertake an initial gender study or analysis to identify the opportunities and the potential negative impacts of project intervention on women as well as men, as well as potential area for transformation.

## Stage 2 - Design and appraisal

- “Engender” the logical framework of the project.  
Ask:
  - ♦ Are indicators sex-disaggregated wherever possible?
  - ♦ Are the gender issues and potential areas for transformation identified included in the logical framework?
  - ♦ Have both quantitative and qualitative indicators been included?
  - ♦ Do the data collection methods rely only on household information? Do they also query individual women and men separately?
  - ♦ Have feedback loops and discussion forums been designed to share findings?

## Stage 3 - Implementation

- Develop the capacity to integrate, monitor, interpret and evaluate gender-related issues.

### DOs in gender and M&E

- Disaggregate all data by sex
- Ask both women and men
- Give importance to marginalised women's experience
- Train M&E officers and enumerators on gender-sensitive interview methods
- Develop a feedback loop to discuss the findings with the community. Since women's empowerment involves a process, learning processes for project implementers need to be constructed. Participating actors can reflect on results and learn from findings.

### DON'Ts in gender and M&E

- Do not take the household as a unit of analysis. Remember that the many gender inequality incidents and deprivation happen within the household.
- Do not let a narrow project focus limit staff from understanding gender issues. Gender issues might lie outside the project framework but could have an important impact on project implementation and results.

- ◆ Are all M&E officers and enumerators trained on gender-sensitive data collection and analysis?
- ◆ Are gender officers involved in M&E?
- ◆ Is there an incentive/accountability/support system in place to conduct gender-sensitive M&E?
- Review the M&E questions (both for questionnaire and focus group discussion) to make sure that relevant points raised in section 2 above about M&E data are included.
- Collect gender-sensitive data based on the selected indicators.
  - ◆ Make sure that both women and men participate in the annual outcome survey and in RIMS household surveys.
  - ◆ Disaggregating by head of household is not enough, because if we interview only the head of household (who are often men), that will not capture the voices and perceptions of women in male-headed households. There is also the danger that, if the respondents in the household are not specified, we might end up talking only to women, if men are not available at home for interview. In both ways, taking household as a unit of analysis will introduce bias in terms of capturing respondents' experiences and perceptions.
- Select both women and men respondents during sampling. For example, if we decide to select 200 male-headed households, we should take 50% men and 50% women respondents or we need to make sure that at least 30% of the respondents are women and 30% are men. For the remaining 40%, we can interview either women or men.
- Make sure to note in the questionnaire who is interviewed, whether the respondent is a woman or a man, and what is her/his relationship with the head of the household. This will permit gender-disaggregated analysis later on.

**Women and men live in the same household and work together and eat together. How can we differentiate impact on women and men?**

We can record women and men's own perception by interviewing women and men in the household separately. We can do so by having two interviewers visit the house and conduct interviews simultaneously, but separately.

**Other ways of investigating intra-household differences can be**

- Asking for their time use (e.g. 24 hours description on what each one does on a typical day) - this will allow us to assess intra-household differences in workload.
- Assessing nutritional levels (malnutrition, anemia, etc.) - this will allow us to assess intra-household differences in food allocation.
- Assess control of resources- including expenditure patterns of each, and then their estimation of the other's expenditure - this will allow us to assess intra-household differences in income perceptions and in decision making.
- Ask for their perceptions. Perceptions give us an insight on how the impact is experienced differently by women and men.

- Train the enumerators so that they will be able to interview men and women appropriately. They might need to adjust their timing of interview and ways of asking questions when interviewing women/men. Enumerators should be trained not only on the interview questions but also on gender, gender relations, participatory methods and facilitation methods. Local political and cultural sensitivities may mean that enumerators are reluctant to ask questions about “difficult” or “culture-sensitive” issues. The importance of these questions should be explained, and enumerators should be encouraged to ask them, otherwise important details for analysis are lost.
- Instructions to enumerators should emphasise the need to ask probing questions and not simply to accept “yes” or “no” answers.
- In recruiting enumerators, efforts should be made to achieve a gender balance. Issues of age, ethnicity or caste may also be vital to consider in seeking to reduce the bias.
- Fine-tune the databases and data processing tools and make them appropriate for storing and analysing gender-related information.

## **Stage 4 - Analysis and reporting:**

- During analysis, make sure that replies are differentiated by sex of participants, especially for perception and opinion-related questions.
- The report should address the outcomes and impact of gender integration in the overall context of the project.
- The report should address outcomes and impact of project interventions on men and women and gender relations.
- The report should include gender-differentiated results in reporting lessons learned from implementation.
- Gender impacts must not be put in one separate section. Gender issues must be discussed in each aspect of the report.
- The findings need to be discussed with the project officers concerned and field workers as part of the learning process and to provide feedback to next year’s planning.

## **What questions do we ask in gender-sensitive M&E?**

The following questions address some aspects of gender issues in project work and could guide projects in designing their M&E plans and other M&E-related activities. However, the issues addressed here are not exhaustive and it is important to conduct a gender analysis in the project to identify the gender issues in the project area:

## General questions

1. Are all collected data disaggregated by sex?
2. Does the project involve both women and men in M&E?
3. Are mechanisms in place to ensure that any negative impact of the project on women can be averted?
4. Has sufficient budget been allocated (if needed) to make the M&E exercises gender-sensitive (e.g., for hiring a gender expert for doing gender analysis and for preparing a gender-sensitive monitoring plan, and also for hiring women enumerators to interview women)?

## Project objective, logframe and indicators:

1. Does the project have gender-responsive objective(s)?
2. What measures can verify achievement of the gender-responsive objective(s)?
3. What measures can verify whether project benefits accrue to women as well as to men and the different types of women engaged in or affected by the project?
4. Are the data for verifying the project's purpose sex-disaggregated and analysed in terms of gender? What gender analysis tools will be used (e.g., in rapid rural appraisal exercises or participatory field evaluations)?
5. Are gender issues adequately considered in project implementation (e.g., in work plans)?
6. What are the important external factors necessary for achieving the activities and especially ensuring the continued engagement of men and women participants in the project?

**Table 1. Examples of indicators.**

Strong gender dimension	<ul style="list-style-type: none"> <li>▪ Percentage change in the average number of income-generating activities managed by women</li> <li>▪ Percentage of women participants who reported increased ownership of income generated from the income-generating activities they manage</li> <li>▪ Percentage of community groups implementing gender equity affirmative action strategies</li> <li>▪ Percentage change in income controlled by women and men within the targeted households</li> </ul>
Weak gender dimension	<ul style="list-style-type: none"> <li>▪ Number of women and men farmers trained on tree nursery establishment</li> <li>▪ Number of women using fuel-efficient stoves</li> <li>▪ Number of women and men with increased income over the baseline</li> <li>▪ Number of women and men accessing formal markets</li> </ul>

*NB Practical gender need versus strategic gender need*

## **Empowerment**

1. Does M&E assess whether women or men have been disadvantaged socially or economically? For example, will data be collected on changes in the gender division of labour and access to and control of resources (by socioeconomic group)?
2. Does M&E assess if women's (or men's) status improved because of programme inputs?
3. Does the project assess if there is improvement in awareness of women's rights?
4. Does the project assess if there is improvement in awareness issues of domestic violence and laws relating to these issues?

## **Land, agriculture and technology**

1. What is the difference in women and men having official land titles?
2. What is the percentage increase of women having official title to land in comparison with men and the previous year?
3. What actions were taken to increase women's land ownership?
4. What is the difference between women's and men's agricultural practices and why?
5. How many women in comparison to men were reached with extension or new technology services, seed, tools and fertiliser support?
6. Are women reporting that their priorities were equitably reflected for the technology chosen?
7. Are women-headed households adopting improved technology components for improved technologies for crops or livestock?
8. Are women-headed households reporting an increase in profit from farming?
9. What is the number and position of women in agricultural production and marketing associations?

## **Income and credit**

1. What are women's and men's income sources?
2. What is the difference between cash income of women and men and why?
3. Are women able to spend cash income on their needs? If not, why?
4. Are women of the household members of a self-help group/microcredit group?

5. Do all women, regardless of social and wealth status, have access to credit? If not, what are the constraints?
6. Does the bank credit policy favor women? Why?
7. What is the percentage increase in women having access to credit since the previous year?
8. Do women hold joint accounts with their husbands or hold an account in their own name?
9. What are women's average interest rate and loan amount compared with those for men?
10. How do women's and men's repayment rates compare?

## **Food security and nutrition**

1. Does project policy involve women and men both in food security and nutrition programmes?
2. Are both men and women from the same household participating in discussions and training sessions on nutrition and food security?
3. Has improvement occurred in household food security and nutrition indicators (under-five malnutrition, wasting and stunting)?

## **Time and workload**

1. Does M&E assess if women's or men's workload increased as a result of programme inputs?
2. Are women compensated enough for the time they put in project work or is their labour taken voluntarily?

## **Conclusion**

Gender-sensitive M&E can help identify and track differences in project outcomes and impacts with respect to gender and can thereby help projects identify actions needed to correct discrepancies in project impact across genders. There are simple techniques for improving the quality of data so that it allows for adequate gender analysis, but in spite of their simplicity the benefits are substantial. Gender-sensitive M&E can improve the project's performance by maximising inclusive and equitable benefits to all members of the target group and will help avoid otherwise unforeseen negative impacts on different segments of the target group.

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# Acronyms and abbreviations

<b>M&amp;E</b>	monitoring and evaluation
<b>IFAD</b>	International Fund for Agricultural Development
<b>FGD</b>	focus group discussion
<b>RIMS</b>	Results and Impact Management System